



Dorney School

Equalities and Cohesion

Policy

2024-28

Respect Collaborate Grow

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| SLT Lead (Name) | Dr Gillespie/ Mrs S Lee |
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| <p><i>Unless there are legislative or regulatory changes in the interim, this policy will be reviewed annually. Should no substantive changes be required at that point, the policy will move to the next review cycle.</i></p> | |

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1. School Mission Statement

This Scheme builds on the core values and ethos of Dorney School especially those promoting equality, celebrating diversity, challenging discrimination and celebrating our diversity.

What is Equality? Equality is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age, or any other recognised area of discrimination.

What is Diversity? Diversity is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.

The philosophy of our school values the individuality of all. We are committed to providing every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment. We actively tackle discrimination due to Disability, Gender, Race, Sexual Orientation, Religion Belief/Non-belief, Gender Re-assignment and Pregnancy and Maternity and promote equal opportunities and good relations between and amongst all, including all protected groups.

We aim to ensure that the school promotes and accepts the individuality of all, irrespective of Disability, Gender, Race, Sexual Orientation, Religion Belief/Non-belief, Gender Re-assignment and Pregnancy and Maternity or background. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist.

We aim to reflect the diversity of our both our school and local community and society and ensure that the education we offer fosters positive attitudes to all people.

This policy applies to all staff, governors and students at DORNEY SCHOOL and the Trustees of the Beeches Learning and Development Trust (BLDT).

2. Current Profile of the School

The main characteristics of our school with regard to the strands of equality addressed in this policy, the diversity of the school and community are detailed here.

- *DORNEY SCHOOL currently has 74 boys and 81 girls on roll as of September 2024.*
- *7% of parents claim English as an additional language (EAL)*
- *The school currently has 17 students with SEND needs.*
- *DORNEY SCHOOL has full accessibility.*
- *The school currently employs 1 man and 24 women on full/part time contracts.*
- *The school has 3 male governors and 4 female governors.*

3. Legislative Context

This section explains the schools' Equality and Diversity Policy.

The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010. It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective students
- students at the school
- in some circumstances former students
- Schools also have obligations as employers, bodies which carry out public functions and service providers.

What the law protects against

These are the main forms of prohibited conduct.

Discrimination

This includes:

- Treating a person worse than someone else because of a protected characteristic (known as **direct discrimination**). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. It is not possible to justify direct discrimination, so it will always be unlawful.
 - Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as **indirect discrimination**). Indirect discrimination will occur if the following four conditions are met:
 - You apply (or would apply) the provision, criterion or practice equally to all relevant students, including a particular student with a protected characteristic, and
 - The provision, criterion or practice puts or would put students sharing a protected characteristic at a particular disadvantage compared to relevant students who do not share that characteristic, and
 - The provision, criteria, practice or rule puts or would put the particular student at that disadvantage, and
 - You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.
- Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (**known as discrimination arising**

from disability). Discrimination arising from disability occurs when you treat a disabled student unfavourably because of something connected with their disability and cannot justify such treatment.

- Discrimination arising from disability is different from direct discrimination. Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled student has been treated unfavourably because of something connected with their disability.
- Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled student or for the disabled student to compare themselves with anyone else.
- Discrimination arising from disability will occur if the following three conditions are met:
 - you treat a disabled student or member of staff unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
 - this treatment is because of something connected with the disabled student's or staff member's disability, and you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'.
 - Failing to make reasonable adjustments for disabled people.
- The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however, this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled student experiences because of their disability.
- In some cases, the support a disabled student may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage and there is no need for additional reasonable adjustments to be made for them. In other cases, disabled students may require reasonable adjustments in addition to the special educational provision they are receiving.
- There are also disabled students who do not have special educational needs but still require reasonable adjustments to be made for them.

Harassment

- Unwanted conduct which has the purpose or effect of violating someone's dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.

Victimisation

- Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so. These are called 'protected acts'.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

There is also protection for students who are victimised because their parent or sibling has carried out a protected act.

As well as these characteristics, the law also protects people from being discriminated against:

- By someone who wrongly perceives them to have one of the protected characteristics.
- Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

New positive action provisions

- Students with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular student group, provided certain conditions are met.
- These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of students. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged student group.
- Positive action is intended to be a measure that will allow schools to provide additional benefits to some students to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged student group that exceeded the positive action conditions.
- It is never unlawful to treat disabled students (or applicants) more favourably than non-disabled students (or applicants). That is, a school is permitted to positively discriminate in favour of disabled students (applicants).
- • Monitor the operation of our policies through the impact they have on such students, staff and parents, with particular reference to their impact on the attainment levels of such students.

Why we need to address race equality issues:

Legal Requirements:

The Equality Act 2010 outlines that all public authorities including schools have a statutory duty to

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.
- The specific duties require us to:
 - • Prepare a written policy on racial equality;
 - • Assess the impact of our policies, including this policy, on students, staff and parents of different racial groups including, in particular, the impact on attainment levels of these students;

Why we need to address gender issues:

Legal requirements:

The Equality Act 2010 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

- Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;
- Discriminate against somebody because they are married.

The Equality Act 2010 requires that men and women should be paid equally where they are carrying out:

- The same job
- Work of equal value
- Work related as equivalent under the job evaluation scheme.

The Equality Act 2010 permits employers to act positively in favour of a particular gender by:

Offering access to training to employers and/or non-employees to help fit them to particular work in the organisation in which their gender group has been identified as underrepresented and;

Encouraging employees and/or non-employees to take up opportunities for work.

The Equality Act 2006 purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.

The specific duties:

- Consider the need to include objectives to address the causes of any gender pay gap. Gather and use information.
- Consult stakeholders and take account of relevant information.
- Assess the impact of its current and proposed policies and practices. • Implement the actions set out in its scheme.
- Monitor, evaluate and report.

Discrimination because of pregnancy and maternity

- It is discrimination to treat a woman (including a female student of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.
- It is direct sex discrimination to treat a woman (including a female student of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Gender reassignment

- Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.
- This personal process may include undergoing medical procedures or, as is more likely for school students, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
- once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
- they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Why we need to address disability issues:

The Equality Act 2010 outlines that a person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
 - Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

The Duty:

The Equality Act 2010 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability; • Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Why we need to address sexual orientation issues:

Legal requirements:

- The Equality Act 2010, covers discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.
- The Equality Act 2006 included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on the 30th of April 2007.

Sexual orientation means an individual's sexual orientation towards:

- people of the same sex as him or her (gay or lesbian);
- people of the opposite sex (heterosexual);
- people of both sexes (bisexual)

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

- Actual sexual orientation;
- Perceived sexual orientation by him or her;
- Sexual orientation of someone with whom he/she is associated.

Discrimination is defined as:

- Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.

- Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.
- Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

The specific duties require us not to unlawfully discriminate against a person:

- In the terms on which it offers to admit him or her as a student
- By refusing to accept an application to admit him or her as a student • In the way in which a student is afforded access to any benefit, facility or service
- By refusing access to any, benefit, facility or service
- By excluding him or her
- By subjecting him or her to any other detriment

Why we need to address Religious belief / non-belief issues:

Legal requirements:

- The Equality Act 2010 outlines discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.
- Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation
- Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the law

For example, it is unlawful to:

- Decide not to employ someone
- Dismiss them
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms and conditions because they follow, or do not follow, a particular religion or belief.

Why we need to address age issues:

Legal requirements:

The Equality Act 2010 prevents unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:

That is, to treat them less favourably than others because of their age – unless objectively justified

Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified

Subject someone to harassment. Harassment is unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim

Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age

4. Policy Development

This policy has been developed using the model policy issued by BCC and amended by the Governors' Personnel Committee.

It will be issued to groups of staff, students, parents and governors for their feedback and review on an annual basis.

5. Responsibility for the Policy

This demonstrates the responsibilities of the BLDT Trustees, DORNEY SCHOOL governing body, headteacher and leadership team, staff, students, parents / carers and others.

The BLDT working with and through the DORNEY SCHOOL Governing Body is responsible for ensuring that:

- the school complies with all equalities legislation relevant to the school community;
- the school's Equality and Diversity policy is maintained and updated regularly;
- that procedures and strategies related to the policy are implemented;
- the named Race Equality Governor will monitor, on behalf of the governing body, all racist incidents and ensure that appropriate action is taken in relation to all said incidents.

{Please note that the Code of Practice for the Commission for Race Equality requires that all schools have a named Governor. It would be good practice if schools also have either the same Governor or additional Governors who will monitor the disability and gender duties placed on schools. This governor at DORNEY SCHOOL is Rachel Cross.

The BLDT Trustees / DORNEY SCHOOL Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school.

The BLDT Trustees / DORNEY SCHOOL Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This is action designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination), but it will take positive action which enables members of those groups to compete on an equal basis.

Positive action measures **may** include:

- encouraging applications from specific groups which are under-represented in the school
- encouraging people with disabilities to apply for posts
- flexible working – promoting the use of job shares and flexible working where operational factors make this possible
- language/literacy and ICT training for all appointed staff
- support with the costs of childcare facilities for staff (voucher scheme)
- exploring the possibility of career breaks for men and women to assist with family commitments
- commitments to interviewing disabled people who meet the basic criteria for the post

Harassment and grievance procedures

- Harassment has the effect of destroying dignity and undermining the confidence of employees. It can take many forms including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff find offensive even if not directed at them or harassment because of perception or association.
- The BLDT Trustees / DORNEY SCHOOL Governing Body is committed to the principles of dignity at work for all its staff in the school. This includes the right to be treated with respect by all managers and colleagues. The BLDT Trustees / DORNEY SCHOOL Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.
- The school has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The BLDT Trustees / DORNEY SCHOOL Governing Body is committed to investigate any such complaint. These procedures will be followed carefully and promptly in response to any such complaint.
- The first point of contact for any such complaint should be the Headteacher

or if the grievance concerns the headteacher the Chair of the Governing Board. In addition, staff have the right to approach their professional association or trade union representative for support.

The Headteacher and Senior Leadership team is responsible for:

- Along with the BLDT Trustees / DORNEY SCHOOL Governing Body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Cohesion Scheme;
- Co-ordinating the activities related to equality and diversity;
- Ensuring that all who enter the school are aware of, and comply with, the Equalities and Cohesion Scheme
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment or discrimination against any persons because of their age, sexuality or religion, belief / non-belief.
- Supporting parents to become involved in their children's education.
- Considering and overcoming barriers to parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

All Staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, or other equality issues;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the school's Equalities and Cohesion Scheme;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other students, staff and senior management including the Governors;
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, parents' councils, informal discussions with staff, parent evenings).

All Students are responsible for:

- Being aware of and complying with the Equalities and Cohesion Scheme;
- Not discriminating on grounds of Disability, Gender, Race, Sexual Orientation, Religion Belief/Non-belief, Gender Re-assignment and Pregnancy and Maternity or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved or witnessed either in or out of school;
- Understanding, valuing and celebrating diversity;

- Challenging stereotypes, and prejudices.
- Treating others as their equals.

6. Eliminating discrimination, promoting equality and celebrating diversity

(i) Learning and Teaching

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, teaching and learning will:

- Ensure equality of access for all students and prepare them for life in a diverse society
- Use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping
- Develop learning materials and activities that emphasize benefits of having diverse communities, neighbourhoods, schools and groups
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures
- Promote attitudes and values that will challenge discriminatory behaviour
- Provide opportunities for students to identify shared interests among members of different social groups and categories.
- Use a range of sensitive teaching strategies when teaching about different cultural traditions
- Develop student's awareness so that they can detect bias and challenge discrimination
- Ensure that the Diversity, PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate
- Seek to involve all parents in supporting their child's education
- Take account of the performance of all students when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of students
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups

(ii) Personal development and pastoral guidance

Pastoral staff take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students

- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non-belief
- All students/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again
- Positive role models are used throughout the school to ensure that different groups of students can see themselves reflected in the school and wider community

(iii) Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs and their learning needs
- Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups.
- Challenge perceptions among majority groups about special treatment of minority groups.
- Challenge cultural, geographical or generational boundaries of the “community”.
- Increase awareness about rights and responsibilities of students, their parents and carers as community members, regardless of migratory status and/or nationality
- Remove barriers to access, participation, progression, attainment and achievement

(iv) Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds. • Equalities policies and practices are covered in all staff induction.
- All supply staff are made aware of equalities policies and practices.
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.
- All appropriately qualified staff are encouraged to apply for internal posts
- Every effort will be made to accommodate requests for flexible working and this will be promoted to prospective candidates to ensure that all potential candidates apply, e.g. parents returning from maternity or paternity leave
- New mothers and fathers group set up to informally guide new parents about all issues related to working at DORNEY SCHOOL when a parent of young children

(v) Partnerships with parents / carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school.
- As part of the schools commitment to equality and diversity, a group made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups has been developed to support the school with matters related to its equalities duties.
- The school has a role to play in supporting new and settled communities.
- We plan to increase consultation and engagement of community members to monitor and evaluate efficiency and fairness of extended services.
- Establish links with community groups and organisations to increase range of activities and services they can offer.
- Establish links with community groups and organisations to share good practice and grassroots knowledge.
- Foster positive relationships between and within groups of pupils, workers, staff, parents, carers and families.
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

7. Putting Policy into Practice

This policy includes a short action plan, which is reviewed annually. It identifies areas for development with clear targets, identifies staff with responsibility for working towards these targets and a timeline for achieving the targets.

- What is the aim of the target?
- Is it clear who is responsible for each target or outcome?
- How will this be done?

A summary of the action plan is given below:

Outline Action Plan

(In addition, see the separate detailed action plan)

1) Dissemination of the policy

Understanding of, and adherence to, policy by all stakeholders
Website/ PSHCE/ Letter to parents & students/Assemblies

2) Actively promoting equality through RE, PSHE & the wider curriculum

Promoting equality and diversity
Through RE and PSHCE lessons and informing middle leaders

3) Monitoring applications and appointments for vacancies

Promoting equality and diversity
Centralised record keeping

4) Annual review of policy (see section 8 below)

Inclusion of all stakeholders

Trustees/ Equalities Governor / Staff, student council, parents & Equality Group
where relevant

8. Monitoring and Reviewing

Under the Codes of Practice all policies and the action plan need to be monitored and reviewed annually and a report on progress given to Governors. This policy outlines how we fulfil this duty

- We have a rolling programme for reviewing our school policies. When policies are reviewed governors endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.
- We regularly review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of students from different groups. We make regular assessments of students' learning and use this information to track students' progress.
- As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of students where the information suggests that progress is not as good as it should be. The Trustees and governing body receive regular updates on student performance information.
- School performance information is compared to national data and Local Authority data, to measure the relative progress of groups of learners.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Patterns of behaviour, including exclusions;
- Attendance: Incidents of racism, disability, sexual harassment, child on child abuse, homophobia and all forms of bullying
- Student involvement in extracurricular clubs
- Student involvement in day and residential trips
- Student destinations after Year 6
- Parental involvement at parents' evenings

Our monitoring activities enable us to identify any differences in student achievement. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

9. Impact Assessments and how this policy relates to other school policies

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

- equal opportunities;
- students' progress attainment and assessment;
- behaviour discipline and exclusions;
- students' personal development and pastoral care;
- teaching and learning;
- induction;
- admissions and attendance;
- student destinations
- the curriculum;
- all subjects;
- teaching and learning;
- staff recruitment and retention;
- governor /staff training and professional development;
- partnerships with parents/carers and communities;
- visits and visitors.

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on students, staff, parents and carers from the different groups that make up our school and priorities for development identified and initiated.

Appendix 1 Reporting on Equality Objectives

1. Aims

Dorney School aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Rachel Cross.

They will:

- Meet with the designated member of staff for equality and other relevant staff members at least once a year or more frequently if needs arise, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document • Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor at least once a year or more frequently if needs arise to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Ensure that the programme and calendar for assemblies and Pause for Thought reflects all aspects of issues of diversity and equality

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

As a school we have done the following to eliminate discrimination:

- Students have been informed of the need for their input via assemblies and in the ongoing work of pupil leadership teams and via the School Council.
- Each September, teachers go through with their students, the key school policies/expectations
- The duty of all members of the community to challenge discrimination and students' specific responsibilities are explained during assemblies and reviewed when needed by the School Council
- Teachers and pupil mentors in every year group help support younger students and are aware of what they need to do if they suspect a child is being bullied.
- As a school we monitor/record the ethnicity of staff.
- All job adverts to include the phrase, " We welcome applications from teachers of all ages, cultures and backgrounds".
- We will emphasise the aim for our students to exhibit good standards of behaviour, support and tolerance towards others and celebrate notable examples, as well as share communications and comments on their conduct from organizations and members of the public.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Where relevant, publish attainment data to staff, governors & Trustees each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils Further support for protected groups
- Make space for Muslim pupils to pray at prescribed times.
- Permit religious headscarves (but tied back for PE/Science/DT etc. to comply with Health & Safety.)
- Offer financial help from the Pupil Premium fund is used to support relevant students with school uniform, purchasing of equipment to access the curriculum and trips.
- Offer a range of clubs to encourage participation and interests for all. Clubs include Chess, debating, dance, science club, sports teams, musical groups, religious discussion groups etc.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- The PSHE Curriculum includes topics to foster tolerance, respect, friendship and understanding of others. Examples of topics are; communities and identities, rights and responsibilities, active citizenship and staying safe.
- The Religious Education Curriculum, studied by all students covers community cohesion topics such as racism, prejudice, sexism, discrimination and responsibilities as citizens of a multi-faith society.
- Assembly & School events programme/calendar dealing with relevant issues. We will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, Dorney School council has representatives from different year groups and is formed of pupils from a range of backgrounds.
- All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Burnham Grammar offer a range of activities aimed to give a variety of experiences to all year groups. Examples of activities are; visits to temples and places of worship.

- In addition the Diversity and Inclusion Prefect team support a range of school wide activities.
- We work hard to foster overseas links; the school organises visits e.g. France (10,11 & 12), Germany (Yr. 10 & 11), Spain (Yr. 7, 8 & 9), Iceland (Yr. 12), USA (Yr. 8 & 9 & Yr. 12) and Australia & New Zealand (Yrs. 11,12 & 13).
- Views of all members of the school community are taken into account through focus groups and their views are collated by an Assistant Head and reported to SLT and governors on issues such as the School Aims, School Development Plan, Learning and Teaching policy, new website development:
- Numerous charity events take place each year, the majority of which are organised through Interact, supported by our local Rotary Club. Each year Interact decide on a local, national and international charity to support, following representations from each form group. This programme develops awareness of, and empathy, for the plight of others.
- The Events Prefects organise annual events such as the annual OAP Christmas Party.
- The school has strong links with local schools i.e. St Peters, Our Lady of Peace, Priory and many others through the Beeches Learning and Development Trust and our outreach work in science and languages, the sports leadership programme and the primary school liaison days in the summer term which all involve staff and students.
- Pause for Thought each week ensures that all students consider issues of tolerance, diversity, variety, gifts, inclusion, freedom, sharing, compassion, equality, culture at opportune times of the year and these themes are picked up in assemblies also.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

Cuts across any religious holidays

Is accessible to pupils with disabilities

Has equivalent facilities for boys and girls

Appendix 3 . Equality objectives

Objective 1 To review and publicise the routes for students to report equality concerns. This will include a range of methods including anonymously (through the Respect/Report Concerns button), through peers (Diversity Prefects and School Council), Pastoral and other staff (including Safeguarding and Mind First Aiders and Team).

Area of Responsibility (Ofsted): Behaviour and Attitudes

Why is this a priority and why is change needed?:

- Whilst most students are aware of how to report concerns, the result of the school survey indicates a proportion of students were unclear about how to report concerns anonymously. This is essential to deal with incidents effectively within school.
- The survey indicated that students were sometimes hesitant to confront comments and behaviours in and outside school

What does the data / evidence say at the moment?

- 23.7% of students who responded to the 2021 Diversity and Inclusion Survey do not know or are unsure of how to report incidents.

What will be different (Intent)? (planned Impact, success criteria & KPIs (Use Outstanding Ofsted benchmarks where appropriate):

- **Students will be aware of routes for students to report equality concerns. This will include a range of methods including anonymously (through the Respect/Report Concerns button), through peers (Diversity Prefects and School Council), Pastoral and other staff (including Safeguarding and Mind First Aiders and Team).**

- 79.9% do not know what the 'Respect' button is. This is the vehicle for anonymous reporting on the school website.
- There are types of incidents students report having witnessed such as homophobia, racism and sexism (above other protected characteristics listed in the survey) which need to be specifically and directly addressed.

| Strategic Actions (Can include monitoring activities) | Planned Impact Success criteria & KPI | When? | Who? | Evidence Source | Resources (£ & staffing) | RAG rating (Fill) & brief note |
|---|--|-----------------------------|----------------------------|--|--------------------------|--------------------------------|
| Utilise a range of methods to ensure all students are aware of methods for reporting concerns of whatever level including the RESPECT button: which will be rebranded with the development of the school website. | Students will be aware of routes for students to report equality concerns. This will include indicating a range of methods; anonymously (through the Respect/Report Concerns button), through peers (Diversity Prefects and School | Began Autumn 1 2021 ongoing | SLT LBL Prefect team | Student and Staff Survey results Diversity and Inclusion | | |

| | | | | | | |
|---|---|---------------------|---------------------|--|--|--|
| | Council), Pastoral and other staff (including Safeguarding and Mind First Aiders and Team). | | | | | |
| Diversity and Inclusion Ambassadors will exist as a role within school. This will involve determining their terms of reference and job descriptions providing training and developing their leadership and communication skills to deal with advising and mentoring others. | | Aut 2022 Ongoing | LBL Prefect team | Diversity and Inclusion role descriptions for prefects and Ambassadors Buzz, Insight and other school communications channels Training materials | | |
| A Hub of information developed by ambassadors and prefects will exist to ensure students have access to methods of reporting and information about D and I. | | Aut 2022 ongoing | LBL Prefect team | Hub of resources Buzz, Insight and other school communications channels | | |

Objective 2 To raise awareness of the inappropriateness, offence and harm caused by both the insulting and routine use of sexist, misogynistic and homophobic language and slang. We aim for incidents in the use of this language to decrease to zero and the perception of it as an issue to decrease in both staff and student surveys. Staff and students will be able to articulate why we have a zero-tolerance attitude to such language and link this to the school aims of active citizen and caring individual

Area of Responsibility (Ofsted): Behaviour and Attitudes

Why is this a priority and why is change needed?:

- The 2021 survey and staff and student voice suggest comments (sexist, misogynistic and homophobic language) that are passed off as jokes or not consistently confronted by staff or peers even when they are clearly inappropriate.
- The survey indicated that students were sometimes hesitant to confront comments and behaviours in and outside school

What does the data / evidence say at the moment?

- There are types of incidents students report having witnessed such as homophobia, racism and sexism (above other protected characteristics listed in the survey) which need to be specifically and directly addressed.

What will be different (Intent)? (planned Impact, success criteria & KPIs (Use Outstanding Ofsted benchmarks where appropriate):

- **Students will be aware of the inappropriateness, offence and harm caused by both the insulting and routine use of sexist, misogynistic and homophobic language and slang. We aim for incidents in the use of this language to decrease to zero and the perception of it as an issue to decrease in both staff and student surveys. Staff and students will be able to articulate why we have a zero-tolerance attitude to such language and link this to the school aims of active citizen and caring individual**

- Staff frequently have witnessed sexism (amongst students).
- Suggestions were provided both by the School Council and in the survey responses for components of the action plan. These included the need for a focus on racism, homophobia and gender discrimination.

| Strategic Actions (Can include monitoring activities) | Planned Impact Success criteria & KPI | When? (Aut1) | Who? | Evidence Source (Spg1) | Resources (£ & staffing) | RAG rating (Fill) & brief note |
|---|--|-----------------|------|------------------------|--------------------------|--------------------------------|
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| <p>1. To raise awareness of the inappropriateness, offence and harm caused by both the insulting and routine use of sexist, misogynistic and homophobic language and slang.</p> | <p>We aim for incidents in the use of this language to decrease to zero and the perception of it as an issue to decrease in both staff and student surveys. Staff and students will be able to articulate why we have a zero-tolerance attitude to such language and link this to the school aims of active citizen and caring individual</p> | <p><i>Summer 2 2022 ongoing</i></p> | <p>Behaviour data monitored by Pastoral team</p> <p>Student and Staff Survey results Diversity and Inclusion</p> <p>Training materials for staff</p> | | |
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| <p>2. Provision of training and support for all staff to deal with confronting or discussing the inappropriateness, offence and harm caused by both the insulting and routine use of sexist, misogynistic and homophobic language and slang.</p> | <p>Staff will be able to articulate why we have a zero-tolerance attitude to such language and link this to the school aims of active citizen and caring individual</p> <p>In addition, ensuring the lines of referral for escalation are clear for both staff and students to utilise in response use of sexist, misogynistic and homophobic language and slang</p> | <p><i>Aut 2022</i> <i>Ongoing</i></p> | | <p>Training materials for staff</p> | | |
| <p>3. Monitoring the perception and incidents in the use of this language through Pastoral Monitoring and Diversity and Inclusion Surveys</p> | <p>We aim for incidents in the use of this language to decrease to zero and the perception of it as an issue to decrease in both staff and student surveys.</p> <p>Pastoral Monitoring Termly Behaviour Monitoring</p> | <p><i>Aut 2022</i> <i>Ongoing</i></p> | | <p>Behaviour data monitored by Pastoral team</p> <p>Student and Staff Survey results Diversity and Inclusion</p> | | |

Annual Diversity and Inclusion Monitoring

Objective 3 To train all students on how to be an Ally in order to be prepared for adult life and be equipped with the skills, assertiveness and vocabulary to recognise their own unconscious bias and challenge discriminatory behaviour and language in all situations.

Area of Responsibility (Ofsted): Behaviour and Attitudes

Why is this a priority and why is change needed?:

- The survey and staff and student voice suggest comments (sexist, misogynistic and homophobic language) that are passed off as jokes or not consistently confronted by staff or peers even when they are clearly inappropriate.

What will be different (Intent)? (planned Impact, success criteria & KPIs (Use Outstanding Ofsted benchmarks where appropriate):

- **Most students can explain how to be an Ally in order to be prepared for adult life and be equipped with the skills, assertiveness and vocabulary to recognise their own unconscious bias and challenge discriminatory behaviour and language in all situations.**

- The survey indicated that students were sometimes hesitant to confront comments and behaviours in and outside school

What does the data / evidence say at the moment?

- There are types of incidents students report having witnessed such as homophobia, racism and sexism (above other protected characteristics listed in the survey) which need to be specifically and directly addressed.
- Staff frequently have witnessed sexism (amongst students).
- Suggestions were provided both by the School Council and in the survey responses for components of the action plan. These included the need for a focus on racism, homophobia and gender discrimination.

- **To raise awareness and train all students with a range of strategies based around being an Ally that link to the school aims and ethos, (and wider community and British Values) in order to be prepared for adult life.**

| Strategic Actions (Can include monitoring activities) | Planned Impact Success criteria & KPI | When ? (Aut1) | W h o ? | Evidence Source (Spg1) | Resources (£ & staffing) | RAG rating (Fill) & brief note |
|---|---|---------------------|------------------|---------------------------|--------------------------|--------------------------------|
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| <p>1. To raise awareness and train all students with a range of strategies based around being an Ally that link to the school aims and ethos, (and wider community and British Values) in order to be prepared for adult life.</p> | <p>Students will feel equipped with the skills, assertiveness and vocabulary to recognise their own unconscious bias and challenge discriminatory behaviour and language in all situations. Decrease in Identity Based Incidents evident in Behaviour Data</p> | <p><i>Summer 2 2021 ongoing</i></p> | <p>Behaviour data monitored by Pastoral team</p> <p>Student and Staff Survey results Diversity and Inclusion</p> | | |
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| <p>2. Provision of training and developing the leadership and communication skills for prefects and others to deal with advising and mentoring others.</p> <p>3. A system of mentoring and intervention workshops involving their peers will be in place. This will equip those who use this type of language with the knowledge of the effect and impact of such comments.</p> <p>4. The above linked with the theme of being an Ally that links to the school aims and ethos, (and wider community and British Values) in order to be prepared for adult life.</p> | <p>Students will feel equipped with the skills, assertiveness and vocabulary to recognise their own unconscious bias and challenge discriminatory behaviour and language in all situations.</p> | | <p>Training materials for staff and others</p> <p>Hub of resources</p> | | |
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| <p>5. Through Assemblies, Pause for Thought and through the profile and role of Diversity and Inclusion Prefects and Ambassadors will highlight why this language is clearly inappropriate.</p> | <p>Students will feel equipped with the skills, assertiveness and vocabulary to recognise their own unconscious bias and challenge discriminatory behaviour and language in all situations.</p> | | <p>Buzz, Insight and other school communications channels</p> <p>Other resources created including Assemblies, Pause for Thought and through the profile and role of Diversity and Inclusion Prefects and Ambassadors</p> | | |
| <p>Through the provision of curricular and extra-curricular experiences that enrich student's appreciation of the different forms of diversity and to extend the number of students who engage with this.</p> | <p>Students will feel equipped with the skills, assertiveness and vocabulary to recognise their own unconscious bias and challenge discriminatory behaviour and language in all situations.</p> | | <p>Calendar of events</p> <p>Buzz, Insight and other school communications channels</p> <p>Other resources created including Assemblies, Pause for Thought and through the profile and role of Diversity and Inclusion Prefects and Ambassadors</p> | | |

Objective 4 To raise staff awareness of the impact of students' racial, religious and cultural backgrounds on their lived experience and challenges

Area of Responsibility (Ofsted): Behaviour and Attitudes

Why is this a priority and why is change needed?:

- Student voice and the staff survey also indicated that many staff could have a greater awareness of the home lives and experiences of the diverse population of Burnham students and the challenges and joys of their lived experiences.

What does the data / evidence say at the moment?

- From initial work it is evident that building relationships with parents is particularly impactful when supporting students

What will be different (Intent)? (planned Impact, success criteria & KPIs (Use Outstanding Ofsted benchmarks where appropriate):

- **Staff can articulate of the impact of students' racial, religious and cultural backgrounds on their lived experience and challenges**

| Strategic Actions (Can include monitoring activities) | Planned Impact Success criteria & KPI | When ? (Aut1) | Who ? | Evidence Source (Spg1) | Resources (£ & staffing) | RAG rating (Fill) & brief note |
|---|--|------------------|-------|------------------------|--------------------------|--------------------------------|
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|---|--|-----------------------------|---|--|--|
| <p>1. To raise staff awareness of the impact of students' racial, religious and cultural backgrounds on their lived experience and challenges</p> | <p>To provide curricular and extra-curricular experiences that enrich student's appreciation of the different forms of diversity and to extend the number of students who engage with this. Publicise these inside school as a 'window' into student's experiences.</p> <p>Provide staff and school community with information to inform direct student testimony about their lived experiences and to ensure that Diversity is visible.</p> <p>More overtly signpost and celebrate significant events and experiences</p> | <p><i>Autumn 1 2021</i></p> | <p>Student and Staff Survey results Diversity and Inclusion to identify aspects</p> <p>Training materials for staff</p> <p>Diversity Hub of resources</p> <p>Publicity materials incl Buzz, Insight, displays and other school communications channels</p> <p>Other resources created including Assemblies, Pause for Thought and through the profile and role of Diversity and Inclusion</p> | | |
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Objective 5 To monitor the attainment and attendance of Pakistani males to ensure all barriers to progress are highlighted and communicated

Area of Responsibility (Ofsted): Behaviour and Attitudes

Why is this a priority and why is change needed?:

- Student voice and the staff survey also indicated that many staff could have a greater awareness of the home lives and experiences of the diverse population of Burnham students and the challenges and joys of their lived experiences.

What does the data / evidence say at the moment?

- Pakistani male students have been identified as one group where support including the use of Pakistani males involving appropriate alumni may ensure more favourable outcomes for the individuals including progress and attendance
- From initial work it is evident that building relationships with parents is particularly impactful when supporting this cohort

What will be different (Intent)? (planned Impact, success criteria & KPIs (Use Outstanding Ofsted benchmarks where appropriate):

- **Staff can articulate of the impact of students' racial, religious and cultural backgrounds on their lived experience and challenges**
- **To continue to monitor the attainment and attendance of Pakistani males to ensure all barriers to progress are highlighted and communicated**

| Strategic Actions (Can include monitoring activities) | Planned Impact <ul style="list-style-type: none"> • Success criteria & KPI | When? (Aut1) | Who? | Evidence Source (Spg1) | Resources (£ & staffing) | RAG rating (Fill) & brief note |
|---|---|--------------|------|------------------------|--------------------------|--------------------------------|
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| <p>1. To monitor the attainment and attendance of Pakistani males to ensure all barriers to progress are highlighted and communicated</p> | <p>Use the pastoral and departmental tracking identify individual need within sub groups of the student body</p> <p>Provide ongoing support, through the pastoral and department teams, where underperformance is highlighted</p> <p>Utilise Alumni and others as mentors and role models to ensure this cohort have high aspirations</p> <p>Engage with parents to ensure that support that is provided is appropriate and understood so they can assist at home</p> | <p><i>Ongoing 2021</i></p> | | <p>AHT and Pastoral Tracking Data and feedback</p> <p>Middle leaders both Pastoral and Departmental feedback Proformas</p> <p>Alumni and other role models list</p> <p>Records of parental communication</p> | | |
|---|---|----------------------------|--|--|--|--|

9. Monitoring arrangements

The teaching and learning and pastoral governing body/individual governor/headteacher and named SLT link will update the equality information we publish, [described in sections 4-7 above], at least every year, usually in the Spring or early summer term.

This document will be reviewed by the Teaching and Learning and Pastoral governing body/individual governor/headteacher and named SLT link will at least every 4 years

We will

review the objectives every year and adjust them accordingly and these will be reviewed by the above groups where needed and the school council and associated groups.

This document will be approved by Teaching and Learning and Pastoral body/individual governor/headteacher and named SLT.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessments associated with individual students or staff

Equalities Objectives 2019-2020

Objective 1: Create a more inclusive school uniform by making it more unisex

Why we have chosen this objective:

- The school council requested this as they feel that it would help some students to feel more comfortable in our school

To achieve this objective, we plan to:

- Survey parents and students about what they would like the summer uniform to be. This is because it is the summer uniform that separates the boy uniform from the girls.
- Talk to the pastoral governor's team about the proposed changes to get their approval.
- Implement any changes in time for next summer.

Progress we are making towards this objective:

- The governors were consulted in Aut 2020 and approved the change.

- The survey did not identify uniform as an area for concern. Student Council and Sixth form Prefect team monitor and have reviewed Uniform regulations for all students.

Objective 2: Create an environment of tolerance within the school

Why we have chosen this objective:

- Some of our students expressed a concern over comments they were hearing or were directed at them that they felt were not being dealt with.

To achieve this objective, we plan to:

- Create a diversity group (called RESPECT) where students can talk about and action change about issues that concern them in this area.
- Run an annual interfaith conference through the RS department
- Run an annual diversity week (first week in July)
- Run staff training linked to the issues the RESPECT group have raised or other issues known to the school
- Create Diversity/Respect ambassadors for the school

Progress we are making towards this objective:

- The group has been redesigned and a new team recruited and started meeting in its new format in October 2020. This team expanded to 5 members in May 2021.
- They have identified some key priorities and have written an action plan with LBL.
- Planning for the first Diversity week in summer 2020 was put on hold due to lockdown. However, a variety of activities have been promoted over the past year in the form of clips created by students for significant festivals, resources for events (Holocaust Memorial Day, Black History Month) and Challenges issued to Key Stage 3.
- The recent Staff and Student Survey has enabled the team to refocus this objective.

Objective 3: Decrease the number of 'boys' detentions over 2019/2020 & 2020-2021 academic year

Why we have chosen this objective:

- Our boys get twice as many detentions as girls do over the year.

To achieve this objective, we plan to:

- Analyse the data and find out what the main cause for detentions are and get the HOY, FT and student mentors to work with the boys to reduce the number of detentions.
- Emphasise key School Aims and skills linked to detentions through assemblies, ARD interviews and pastoral work with individual students

Progress we are making towards this objective:

- The data is analysed annually and the findings shared with the pastoral team so that they can support all students, including boys.
- This objective continues to be monitored as routine through the Pastoral system. There are systems in place for individuals and those with a range of protected characteristics and needs.
- In addition, these individuals and groups are monitored by subject leads and SLT.

Objective 4: To review all recruitment procedures and documentation to ensure that they are promoting applications from all qualified candidates regardless of age, disability, gender identity, sexual orientation, religion, belief or race

Why we have chosen this objective:

- The diversity of the SLT and the staff does not reflect the diversity of the student community

To achieve this objective, we plan to:

- Seek external guidance on ensuring that the recruitment process from advert to appointment attracts applicants from all backgrounds
- Review all marketing and recruitment materials, including the website and prospectus, to ensure that a consistent message of promoting diversity is evident
- Ensure that all job descriptions & personal specifications use language that will appeal to all applicant groups. These will be reviewed by current members of staff
- Monitor the diversity of applicants; interviewees and appointees
- Seek feedback from all interviewees on all aspects of the recruitment process

Progress we are making towards this objective:

- Sources of guidance have been identified
- Images of diversity, diversity statements and gender friendly language in job descriptions and personal specifications included in all recruitment packs and adverts from June 2020
- Recruitment paperwork has been reviewed and questions relating to Diversity and Inclusion added to the interview proforma.

School and 6th form prospectuses to be reviewed and edited

Appendix 3

The Equality Act 2010

The Equality Act 2010 replaced all existing equality legislation from 1st October 2010. It streamlines all the various legislation into a single requirement.

The Act prohibits schools from discriminating against, harassing or victimising:

- prospective pupils
- pupils at the school
- in some circumstances former pupils

Schools also have obligations as employers, bodies which carry out public functions and service providers.

What the law protects against

These are the main forms of prohibited conduct.

Discrimination

This includes:

- Treating a person worse than someone else because of a protected characteristic (known as **direct discrimination**). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. It is not possible to justify direct discrimination, so it will always be unlawful.
- Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as **indirect discrimination**).

Indirect discrimination will occur if the following four conditions are met:

- You apply (or would apply) the provision, criterion or practice equally to all relevant pupils, including a particular pupil with a protected characteristic, and
- The provision, criterion or practice puts or would put pupils sharing a protected characteristic at a particular disadvantage compared to relevant pupils who do not share that characteristic, and
- The provision, criteria, practice or rule puts or would put the particular pupil at that disadvantage, and
- You cannot show that the provision, criteria of practice is justified as a 'proportionate means of achieving a legitimate aim'.

Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (**known as discrimination arising from disability**)

Discrimination arising from disability occurs when you treat a disabled pupil unfavourably because of something connected with their disability and cannot justify such treatment.

Discrimination arising from disability is different from direct discrimination.

Direct discrimination occurs because of the protected characteristic of disability. For discrimination arising from disability, the motive for the treatment does not matter; the question is whether the disabled pupil has been treated unfavourably because of something connected with their disability.

Discrimination arising from disability is also different from indirect discrimination. There is no need to show that other people have been affected alongside the individual disabled pupil or for the disabled pupil to compare themselves with anyone else.

Discrimination arising from disability will occur if the following three conditions are met:

- you treat a disabled pupil unfavourably, that is putting them at a disadvantage, even if this was not your intention, and
- this treatment is because of something connected with the disabled pupil's disability, and
- you cannot justify the treatment by showing that it is 'a proportionate means of achieving a legitimate aim'.

Failing to make reasonable adjustments for disabled people.

The reasonable adjustments duty was first introduced under the Disability Discrimination Act 1995. The reasonable adjustments duty under the Equality Act operates slightly differently and has been extended to cover the provision by a school of auxiliary aids and services; however, this element of the duty will not come into force until a later date yet to be confirmed. The object of the duty is the same: to avoid as far as possible by reasonable means, the disadvantage which a disabled pupil experiences because of their disability.

- In some cases the support a disabled pupil may receive under the special educational needs framework may mean that they do not suffer a substantial disadvantage and there is no need for additional reasonable adjustments to be made for them.
- In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs but still require reasonable adjustments to be made for them.

Harassment

Unwanted conduct which has the purpose or effect of violating someone's dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.

Victimisation

Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so. These are called 'protected acts'.

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that the school or someone else has breached the Act.
- Doing anything else in connection with the Act.

There is also protection for pupils who are victimised because their parent or sibling has carried out a protected act.

As well as these characteristics, the law also protects people from being discriminated against:

- By someone who wrongly perceives them to have one of the protected characteristics.
- Because they are associated with someone who has a protected characteristic.
- This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

New positive action provisions

Pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination. The Act contains provisions which enable schools to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular pupil group, provided certain conditions are met.

These are known as the positive action provisions and allow (but do not require) schools to take proportionate action to address the disadvantage faced by particular groups of pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

Positive action is intended to be a measure that will allow schools to provide additional benefits to some pupils to address disadvantage and is not the same as positive discrimination. Positive discrimination would be providing preferential treatment for a particular disadvantaged pupil group that exceeded the positive action conditions.

It is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, a school is permitted to positively discriminate in favour of disabled pupils (applicants).

Why we need to address race equality issues:

Legal Requirements:

- *The Equality Act 2010 outlines that all public authorities including schools have a statutory duty to*

Eliminate racial discrimination;
Promote equality of opportunity;
Promote good relations between people of different racial groups.

The specific duties require us to:

- *Prepare a written policy on racial equality;*
- *Assess the impact of our policies, including this policy, on pupils, staff and parents of different racial groups including, in particular, the impact on attainment levels of these pupils;*
- *Monitor the operation of our policies through the impact they have on such pupils, staff and parents, with particular reference to their impact on the attainment levels of such pupils.*

Why we need to address gender issues:

Legal requirements:

The Equality Act 2010 states that it is unlawful to treat a person less favourably than another is treated in similar circumstances on the grounds of sex:

- Apply a condition which discriminated against a man or a woman because they are less able to comply with it than a member of the opposite sex is and;
- Discriminate against somebody because they are married.

The Equality Act 2010 requires that men and women should be paid equally where they are carrying out:

- The same job
- Work of equal value
- Work related as equivalent under the job evaluation scheme.

The Equality Act 2010 permits employers to act positively in favour of a particular gender by:

- Offering access to training to employees and/or non employees to help fit them to particular work in the organisation in which their gender group has been identified as under represented and;
- Encouraging employees and/or non employees to take up opportunities for work.

The Equality Act 2006 purpose was to create a public duty to promote equality of opportunity between men and women and to prohibit sex discrimination.

The specific duties:

- Consider the need to include objectives to address the causes of any gender pay gap.
- Gather and use information.

- Consult stakeholders and take account of relevant information.
- Assess the impact of its current and proposed policies and practices.
- Implement the actions set out in its scheme.
- Monitor, evaluate and report.

Discrimination because of pregnancy and maternity

It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.

It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.

Gender reassignment

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.

This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender reassignment where they:

- make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor:
 - o once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on
 - o they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person
- undergo treatment related to gender reassignment, such as surgery or hormone therapy, or
- have received gender recognition under the Gender Recognition Act 2004.

It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.

This guidance uses the term 'transsexual person' to refer to someone who has the protected characteristic of gender reassignment.

Why we need to address disability issues:

The Equality Act 2010 outlines that a person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis. · Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below).
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:
 - The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
 - Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
 - If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
 - Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

The Duty:

- *The Equality Act 2010 places a general duty on schools, who need to have due regard for the following when carrying out their functions:*
- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Why we need to address sexual orientation issues:

Legal requirements:

- *The Equality Act 2010, covers discrimination, harassment and victimisation in work and vocational training. They make it unlawful to deny people jobs because of prejudice about their sexual orientation. They enable individuals to take prompt and effective action to tackle harassment, and enable people to have an equal chance of training and promotion, whatever their sexual orientation or the sexual orientation of those with whom a person is associated or related.*
- *The Equality Act 2006 included an order making power that allows Regulations to be made to prohibit sexual orientation discrimination in the provision of all goods, facilities and services in education and in the execution of public functions. These Regulations entered into force on the 30th of April 2007.*

Sexual orientation means an individual's sexual orientation towards:

- people of the same sex as him or her (gay or lesbian);
- people of the opposite sex (heterosexual);
- people of both sexes (bisexual)

It does not include transsexuality which is related to gender and is covered in the employment context by sex discrimination legislation.

The Regulations prohibit discrimination on the basis of a person's:

- Actual sexual orientation;
- Perceived sexual orientation by him or her;
- Sexual orientation of someone with whom he/she is associated.

Discrimination is defined as:

- Direct discrimination on the grounds of sexual orientation happens when a person is treated less favourably than another person is, or would be, treated in the same circumstances, and that treatment is because of their sexual orientation, perceived sexual, or that of a person with whom he or she is associated- such as a parent.

- Indirect discrimination on the grounds of sexual orientation happens where a provision, criterion or practice is applied to everyone, but it has the effect of putting a person of a particular sexual orientation at a disadvantage- and it cannot be reasonably justified by reference to considerations other than sexual orientation.
- Victimising someone by treating them less favourably because of anything they have done or intend to do in relation to these regulations such as making a complaint or giving evidence for a complainant, is also unlawful discrimination.

The specific duties require us not to unlawfully discriminate against a person:

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- *In the terms on which it offers to admit him or her as a pupil*
- *By refusing to accept an application to admit him or her as a pupil*
- *In the way in which a pupil is afforded access to any benefit, facility or service*
- *By refusing access to any, benefit, facility or service*
- *By excluding him or her*
- *By subjecting him or her to any other detriment*

Why we need to address Religious belief / non-belief issues:

Legal requirements:

- *The Equality Act 2010 outlines discrimination on grounds of religion, religious belief or similar philosophical belief. They cover direct or indirect discrimination, harassment and victimisation in work and vocational training on grounds of perceived as well as actual religion or belief (i.e. assuming - correctly or incorrectly - that someone has a particular religion or belief). It is illegal to discriminate against any one because of their religion or faith when providing goods or services.*
- Exceptions may be made in very limited circumstances if there is a genuine occupational requirement for the worker to be of a particular religion or belief in order to do the job or to comply with the religious or belief ethos of the organisation
- Religion or belief is defined as being any religion, religious belief or similar philosophical belief. This does not include any philosophical or political belief unless it is similar to religious belief. It will be for the Employment Tribunals and other Courts to decide whether particular circumstances are covered by the law

For example, it is unlawful to:

- Decide not to employ someone
- Dismiss them
- Refuse to provide them with training

- Deny them promotion
- Give them adverse terms and conditions

Because they follow, or do not follow, a particular religion or belief

Why we need to address age issues?

Legal requirements:

- *The Equality Act 2010 prevents unjustified age discrimination in employment and vocational training. It protects against discrimination that is directly against anyone:*
 - That is, to treat them less favourably than others because of their age – unless objectively justified
 - Discriminate indirectly against anyone – that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
 - Subject someone to harassment. Harassment is unwanted conduct that violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them having regard to all the circumstances including the perception of the victim
 - Victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination on grounds of age

Why we need to address Community Cohesion issues:

Legal Requirements: The duty still remains but is no longer a criteria used by Ofsted when grading schools.

The Education and Inspections Act 2006 establishes general duties of governing bodies:

Section 38 states that governing bodies should conduct the school with regard to four new duties one of which is the duty to “promote community cohesion”.

Section 154 states the duty to report to OFSTED on the contribution of certain schools to community cohesion.

Section 33 about requirements to foundation school contains a subsection 96) which establishes an explicit requirement that a foundation school should “promote community cohesion”. This seems to be linked to the Government’s desire “to promote ethnic, religious, and cultural tolerance and respect between different groups of people living together.” Therefore, trusts will need to demonstrate that they are committed to providing “opportunities for young people from different backgrounds to learn from each other and encourage an understanding of, and respect for, other cultures and faiths and by activities in the community, which help

build bridges between different ethnic groups.” This duty also implies assessing if certain activities would constitute an obstacle to meeting this requirement.

Schools play a fundamental role in decreasing deprivation and exclusion, in valuing and celebrating ethnic diversity, raising achievement and attainment, preventing and managing bullying, anti-social behaviour and discrimination incidents.

Beyond statutory requirements for schools to promote community cohesion, it is important that these policies are developed in a context-wise, evidence-based and problem-solving manner. Likewise, it is useful to acknowledge that the school's efforts to promote community cohesion will be more significant if the duty is mainstreamed across all areas such as curriculum and teaching and learning.

Appendix 4

Students' preferred name, pronouns and gender

Students' preferred name, pronouns and gender

Control of students' personal data

It is important for parents to be aware that students are able to instruct a school to make changes to some of their personal data, such as their 'preferred name.' This is explained in the document: Technical Guidance for Schools in England, Equality and Human Rights Commission, www.equalityhumanrights.com

Students' names

A student may request to be known by any name of their choice in school. This is known as the 'preferred name' and is recorded on a school's database. The 'preferred name' is used by staff when talking to that student, as it will appear on registers and documentation we refer to in our daily business in and around school.

We appreciate that some changes from a legal first name to a preferred name can be a difficult and potentially unsettling time for families and we would like to work with these families in meeting the student's requests and to provide on-going support. We understand that in line with the Equality Act 2010 schools are expected to support the wishes of the student. An example might be a student wishing to abbreviate their name, such as from 'Thomas' to 'Tom,' or a student wishing to be known by a name more commonly associated with a gender different to the gender assigned to them at birth.

The use of a 'preferred name' in our database will be reflected in the reports provided by us, in addition to how our staff refer to the student both directly in the classroom and indirectly, such as when talking to their parents or colleagues about them.

Students' pronouns and gender

Students may also request that we use different pronouns to those which have been used previously. We will work to respect these wishes and will note these requests on our database also.

Preferred pronouns and gender are not a change to a student's gender on our database, as we do not have the option to do this; the entry is made as a 'note' on their record which can be seen by staff in school. Students' preferred pronouns may include, but are not limited to: he/him, she/her, they/them.

If a student requests a change to the pronouns being used when talking to and about them, this will be reflected in documents such as school reports, in a similar way as described for a preferred name.'

If a student wishes for us to record their 'preferred gender' this will also be done using the 'note' section on our database.

Examinations and legal documentation

The official/legal first name (as recorded on the student's birth certificate) remains recorded as such on our database and that will be the name used on any public examination entries and certificates unless their name is changed legally (by deed pole). This will normally require parental consent and the same for the student's gender.

Working with families

Our starting point would always be to suggest that we involve parents in these sensitive conversations, but we are legally obliged to be guided by the student's choice in these matters. Our principle concern will always be to support the student.

We understand that we are not legally obliged to discuss a preferred name, preferred gender or preferred pronouns with a student's parents and some students specifically ask us to not share this information.

We will work with the student to respect these wishes, unless we deem that by not sharing information the student would be a safeguarding risk. If we deem a student to be a safeguarding risk we will follow our Child Protection and Safeguarding policy as with any other situation.

Whenever a family is trying to work through a situation regarding any of the above situations, we are always more than happy to meet to discuss ideas, thoughts and options in order to best support the student's individual needs. We will always work within UK law and the statutory guidance laid down by the Department for Education.

DORNEY SCHOOL protocols to support a student wishing to be known by a preferred name and/or

use preferred pronouns All actions taken regarding a change of name and/or pronouns are student led; each case will be individually led to support the student.

A student might request that all staff be advised, but equally might wish to keep this private between a small number of staff and this will be respected.

The member of staff receiving the preferred name/pronoun/gender change request must:

a. discuss with the student who they want to be informed about this information in school and advise that the Safeguarding Team will be made aware and that the staff member will add a note of this discussion to the secure safeguarding database

- b. ask whether the student's family at home knows
- c. ask the student how they want the information to be seen in school, i.e. school reports will carry preferred name, register has preferred name etc. Preferred pronouns/gender can be noted in 'notes' in SIMS
- d. discuss what support the student might need; this conversation can be had with a Safeguarding Team member if desired
- e. summarise what has been said and what action(s) will be put in place and double-check the student wants this to happen

Next steps:

- i. If the student does not wish to go ahead with change of preferred name and/or pronouns, school staff will support in-house with next steps
- ii. If a student does wish to go ahead with the change of preferred name and/or pronouns, the Safeguarding Team will update the school database (SIMS) and include in 'Quick Notes' the student's preferred gender and pronouns
- iii. The Safeguarding Team will advise staff who need to be advised, as per the discussion with the student (see summary referenced above)
- iv. The Safeguarding Team will make contact with parents, as per the discussion with the student (see summary referenced above)

In all circumstances the Safeguarding Team will be aware of the conversations, discussions, wishes and desires of the student. This is because they have the knowledge and experience to support students around this topic. We fully appreciate how difficult these issues can be for parents and families to understand and we will endeavour to provide support within the legal limitations that we have to work to.

Safeguarding Team

Mr A Lennon is the Designated Safeguarding Lead

Miss L White is the Senior Deputy Designated Safeguarding Lead

Full Safeguarding Team details are available on the DORNEY SCHOOL website on the Child Protection and Safeguarding page.

The Safeguarding Team can be contacted at: safeguarding@burnhamgrammar.org.uk

Appendix 5 Additional Sources of Information

You may wish to add an appendix of all resources used or referred to in this document. E.g.

Guidance for Education Providers: Schools

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

The Employment Equality (Sexual Orientation Regulations) 2003

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

<http://www.communities.gov.uk/documents/communities/doc/485013.doc>

The Equality Act (Sexual Orientation) Regulations 2007, Guidance for Schools

<http://www.teachernet.gov.uk/docbank/index.cfm?id=12504>

For detailed guidance on:

- Admissions, teaching and the curriculum

<http://www.dfes.gov.uk/sacode/>

<http://www.teachernet.gov.uk/teachingandlearning/subjects/>

- Handling sex and relationship education

<http://www.dfes.gov.uk/sreguidance>

- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)

<http://www.teachernet.gov.uk/wholeschool/equality/religion>

- Anti-discrimination legislation

<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>

- Tackling homophobic bullying

http://www.teachernet.gov.uk/teachers/issue33/secondary/features/Tacklinghomophobia_Secondary

- Code of Practices for Disability, Gender and Race

<http://www.equalityhumanrights.com>

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Appendix C

You may wish to add an appendix of all resources used or referred to in this document. E.g.

The Employment Equality (Sexual Orientation Regulations 2003)

<http://www.opsi.gov.uk/si/si2003/20031661.htm>

Guidance on New Measures to Outlaw Discrimination on Grounds of Sexual Orientation in the Provision of Goods, Facilities and Services

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- Impact of Part 2 of the Equality Act 2007 (discrimination on grounds of religion or belief)

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- Anti-discrimination legislation

<http://www.teachernet.gov.uk/wholeschool/sexualhealthandorientation/homophobia/legislation>

- Tackling homophobic bullying

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- Code of Practices for Disability, Gender and Race

<http://www.equalityhumanrights.com>