

# Frederick Bremer School



## Equal Opportunities Policy June 2019

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# Part 1

## 1.1 Rationale

At Frederick Bremer School equal opportunities are central to our school ethos and values. We expect all pupils and staff to challenge and act upon racism, sexism, homophobia and all other forms of prejudice, discrimination, including bullying and harassment (see appendix 1). We are pro-active in promoting inclusion, diversity and mutual respect through policy, assemblies, the curriculum and events throughout the year.

## 1.2 Vision Statement and School Values

Frederick Bremer School is a strong community school where every child and colleague is known, grown and nurtured to be 'the very best they can be'. Our values and ethos are explicit and tangible from the moment you enter the school, and all members of the school community share our values of 'Respect, Responsibility and Integrity'.

Being part of the Frederick Bremer family is based on a shared understanding of equality, diversity and inclusion. We are a very diverse community and our diversity is our strength. Every member of our community is included, heard and valued.

Community education is very important to us. We believe that our school is here to serve and support the local community, and that the children of our community deserve the very best. We are committed to being a forward thinking employer with established best practice in ethical recruitment, flexible working and gender equality. Our 21st Century curriculum celebrates religious and cultural diversity and embodies British Values. We are a reflective organisation and we are always reviewing our policies and process to ensure they reflect our school ethos and strong equalities focus.



## 1.3 Justification and Legal Requirements

The public sector equality duty is a duty on public authorities to consider how their policies or decisions affect people who are protected under the Equality Act 2010.

When public authorities carry out their functions, the Equality Act says they must have due regard or think about the need to:

1. **Eliminate unlawful discrimination**, harassment and victimisation
2. **Improve equality of opportunity** between people with protected characteristics and those who do not
3. **Foster good relations** between people who share a protected characteristic and those who do not

We ensure that our school policies and practices reflect The Equality Act 2010. The Act aims to promote a fair and more equal society and to protect our pupils and colleagues from unfair treatment. The Equality Act defines nine protected characteristics applicable to our pupils and colleagues.

- age;
- disability;
- gender reassignment;
- marriage and civil partnership



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- pregnancy and maternity;
- race
- religion or belief
- sex
- sexual orientation

**See Appendix 1 for further explanation of each of the protected characteristics**

The Equality Act states that discrimination of the above protected characteristics can manifest in the following form

- direct discrimination
- indirect discrimination
- failure to make reasonable adjustments
- discrimination arising from a protected characteristic
- harassment
- victimisation

**See Appendix 2 for further explanation of each of these forms of discrimination**

At Frederick Bremer we take an intersectional approach to equal opportunities, ensuring that we are mindful that staff and pupils have multi-layered identities. This might mean that some staff and pupils may identify with more than one protected characteristics

### 1.4 Aims and Objectives

The governing body and school, through this Equal Opportunities Policy, aims to:

- Carry out its legal duty in complying with the Equality Act 2010 and Public Sector Duties
- Ensure that equality remains high on the school's strategic agenda;
- Create a zero tolerance school culture to prejudice and discrimination, where staff and pupils actively challenge behaviours that do not promote equality in all its forms
- Recognise that some historic inequalities exist which we aim to rebalance through our Equalities Policy
- Establish good people management practices and create a school where equalities are embedded in the school's day to practice
- Ensure that equality remains high on the school's strategic agenda
- Achieve a staffing composition that reflects the wider community

### 1.5 Equalities Objectives

Every two years we will publish Equalities Objectives. We will review and monitor how we are working towards these objectives.

#### **Our Equality Objectives 2018-2020:**

- 1) To identify and then actively address gaps in pupils' academic achievement and participation in extra-curricular activities, in particular: disadvantaged pupils, pupils with special educational needs,, looked after pupils and pupils from different heritage groups



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- 2) To ensure that our curriculum and teaching challenges racism, religious prejudice, homophobia, transphobia and sexism and promotes mutual respect and equality.
- 3) To actively ensure that we engage stakeholders in developing equalities best practice, policy and provision in the workplace so that all staff and pupils feel represented and included in our school community.

Part 5 of this policy outlines how we will measure, monitor and evaluate our success in meeting these objectives

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## Part 2

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### 2.1 Specific Responsibilities

All members of the school community are responsible for promoting the school's Equal Opportunities Policy and are obliged to respect and act in accordance with the policy. We aim to empower our pupils to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of this policy.

### 2.2 Responsibilities of all stakeholders (inc pupils)

- Embody the school's ethos in values in their professional and personal conduct
- Develop and demonstrate respect for the culture, language, and beliefs of all other people in the school
- Develop and demonstrate respect and understanding for people of all gender identities and sexual orientations
- Develop and demonstrate respect for people of all abilities and disabilities
- Challenge and report discrimination and prejudice
- Only use positive language, ensuring that racist, sexist, homophobic, bi-phobic, transphobic language or any other discriminatory language is never used
- Celebrate and promote diversity, equality and inclusion in all its forms
- Participate in activities that promote equality and diversity

#### The Senior Leadership Team will:

- Oversee the effective implementation of the policy
- Role model equalities best practice at all times
- Monitor progress data to ensure that all groups of pupils are making progress
- Be aware of gaps in progress data that could indicate an equal opportunities and act accordingly to close these gaps
- Be aware of where equalities gaps exist in wider school practice and systems. Through the school improvement plan, actively work to address these gaps
- Monitor and evaluate the effectiveness of the school's curriculum in developing and maintaining equal opportunities
- Ensure that subjects and activities, which specifically promote community cohesion, interfaith dialogue and human rights, remain important aspects of the school's curriculum (eg Religious Studies, Citizenship, PSHE and wider SMSC)
- Ensure that class groupings promote equal opportunities and do not disadvantage any specific group of pupils
- Support and hold middle leaders to account to ensure that equal opportunities are high profile across all departments, year groups and support staff teams
- Maintain records of any equal opportunities incidents, reports or allegations made
- Ensure that all incidents, reports or allegations in relations to equalities matters are followed up in accordance with the school's grievances/complaints procedure
- Ensure staff have access to training which helps to implement the policy
- Report to the Governing Body annually on the effectiveness of this policy



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- Keep up to date with any development affecting the policy or actions arising from it.

### The Governing Body will:

- ensure that the objectives arising from the policy are part of the School Development Plan,
- support the Headteacher and the Senior Leadership Team in implementing the policy,
- evaluate and review the policy every two years and the equality objectives every 2 years.
- develop strategies to ensure the governing body is representative of the school's diverse community

### Pupils will:

- be involved in the further development of the policy and objectives
- receive equalities training
- encouraged to actively support the policy and expected to act in accordance with it
- pupil leaders will promote a student version of the policy among their peers

### Parents will:

- be encouraged to actively support the policy
- support the school's aims and ethos
- be informed of any incident related to this policy which could directly affect their child

### School staff will:

- be made fully aware of the Policy
- be trained on matters of equalities
- be involved in the further development of the policy and objectives
- be required to actively support the policy and expected to act in accordance with it
- be encouraged to make known any queries or training requirements

### Teachers will:

- ensure lesson, assembly and tutor time materials promote equality and diversity in all its forms
- ensure that classroom and corridor displays promote equality and diversity in all its forms
- reinforce the schools equalities agenda in the classroom
- monitor the progress of groups of specific groups of pupils and intervene/act to close these gaps

## Part 3: Implementation of the Equality Act

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This section sets out how we aim to implement our duties under the Equality Act 2010 into school practices and systems.

### 3.1 Equal Opportunities for staff

Appendix 2 illustrates work place practices that the school is committed to developing. The following mission statements support our ethos as an Equal Opportunities Employer

**Family-friendly policies:** Frederick Bremer is a family-friendly employer and will do its best to respond to the changing needs of all staff by publicising existing schemes designed to support employees in combining work and other responsibilities (parental leave arrangements, job share opportunities, part-time working flexitime where appropriate, carers' leave provision). Each request will be looked at on a case by case basis to ensure that the business needs of the school are being met while also trying to meet the individual request.

**Religious observance and prayer:** Frederick Bremer School recognises that religious practice and faith is central to the lives of many of our staff and pupils. We aim to develop working practices that enable staff to fulfil their religious commitments alongside the requirements of their role and responsibilities. We offer quiet spaces for prayer and welcome suggestions from staff on how we can continue to improve this facility. Leave of absence requests can be made for religious observance (given at the discretion of the Headteacher). We work with parents, carers and local mosques to ensure that pupils are supported in observing Ramadan alongside learning and sitting GCSE exams (when Ramadan falls in the summer).

**BAME Employees:** We are aware that there is a lack of BAME representation in education, particularly in middle and senior leadership. We aim to actively promote recruitment from qualified BAME professionals through a BAME recruitment statement in our recruitment advertisements and recruitment packs. We monitor

**Employees with a disability or learning needs:** Frederick Bremer School is fully accessible for staff and pupils with restricted mobility. Our recruitment pack clearly states that we encourage applications from staff with all levels of mobility and that support is available for staff with learning needs.

**Positive mental health and well-being** are central to life at Frederick Bremer. We have a staff well-being strategy that includes an early finish on Friday's and we allocate time for staff development and planning. The school work

### 3.2 Staff: Development & Training

The success of the Equal Opportunities Policy is closely linked to the provision of relevant training. The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs;
- promote greater awareness of equal opportunities
- equip employees with the skills to provide personal and organisational solutions, discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally.

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### 3.3 Equal opportunities for pupils

The following mission statements support our ethos as an Equal Opportunities School and the provision we provide for our pupils. Appendix 3 illustrates work place practices that the school is committed to developing.

**Positive mental health and well-being** are central to life at Frederick Bremer. We commit a considerable amount of curriculum and pastoral time to promoting positive mental health and well-being. All pupils receive our bespoke and innovative well-being curriculum through weekly well-being workshops. At KS3 all pupils study PSHE and in Year 7 pupils have one lesson a week devoted to Philosophy for Children. We have adapted our school day so that on Friday school ends at 2.10pm, so that staff can have an early start to their weekend (the curriculum time is made up through a longer day on Tuesday).

**Religious observance and prayer:** Frederick Bremer School recognises that religious practice and faith is central to the lives of many of our staff and pupils. We aim to develop working practices that enable staff to fulfil their religious commitments alongside the requirements of their role and responsibilities. We offer quiet spaces for prayer and welcome suggestions from staff on how we can continue to improve this facility. Leave of absence requests can be made for religious observance (given at the discretion of the Headteacher). We work with parents, carers and local mosques to ensure that pupils are supported in observing Ramadan alongside learning and sitting GCSE exams (when Ramadan falls in the summer).

**Admissions:** The school follows local authority pupil admission policies that do not permit sex, race, colour or disability to be used as criteria for admission. The school's aim is to provide for all pupils according to their needs, irrespective of gender, ability or ethnic origin.

**The Curriculum, Learning & Teaching:** The Education Reform Act 1988 states that 'the school curriculum should reflect the culturally diverse society to which pupils belong and of which they will become adult members.' Pupils should have access to a broad and balanced curriculum which

- challenges and avoids stereotypes and provides good role models for all pupils. Equality of opportunity informs the whole of the curriculum and is reviewed regularly.
- where equal opportunities issues will be taken account of in planning the curriculum. This is reflected in our curriculum planning process and relevant documentation.
- reflects a true picture of the world and its history, in particular an understanding of the political, social and economic reasons for racism and inequality, and the ways in which racism and sexism is transmitted.
- represents fairly and accurately, the contributions of all civilisations and sections of society.
- encourage pupils to question and evaluate information, recognise bias and seek alternative sources
- be relevant to all pupils, meet their needs and motivate them to high achievement.
- acts as a force for developing and reinforcing a school ethos, which maintains respect for all members of the community.
- be differentiated to meet the needs of pupils of all abilities and learning needs
- images displays and teaching materials should reflect a positive and diverse representation of the protected characteristics. Heads of Department play a vital role in ensuring that lesson materials and resources the school's equal opportunity aims.
- ensures that option choices, work experience and careers guidance are monitored to ensure a fairness in these processes. Where concerning patterns in terms of ethnic background, gender or disability emerge, we endeavour to ensure these concerns.
- uses setting in very few subjects where the Headteacher has agreed with the Head of Department a clear rationale and purpose for setting. Where there is setting, this will be closely monitored
- is evaluated by the extent to which the particular needs of individual pupils are met including gender, ability, ethnicity, sexual orientation and social circumstances.



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## Part 4

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### 4.1 Monitoring, review and evaluation

Governors have a duty to ensure that policies are regularly monitored and reviewed. Monitoring is an essential aspect of this policy, as it should provide important information by which we can measure our performance against our aims and objectives. Statistical information can also enable the governors and Headteacher to detect where potential or actual imbalances exist and to take steps to correct them.

Monitoring with respect to employment will be undertaken in the following areas on at least an annual basis in relation to sex, gender identity, race and disability

- composition of the school staff
- recruitment trends
- take up of training opportunities
- promotion patterns
- use of complaints procedure
- use of grievance, disciplinary, harassment etc
- use of sanctions
- use of religious observance days
- take-up of family-friendly policies, e.g. flexible working arrangements.

**The effectiveness of this policy will also be evaluated through**

- Staff feedback through focus groups and a yearly equalities questionnaire
- A review of school policies and practices

**Links to related policies:**

- Behaviour policy
- Anti-bullying policy
- Staff code of conduct
- Accessibility Policy
- Recruitment Policy

We will consult the following guidance to support our understanding of law surrounding protected characteristics.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

<https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

[https://www.equalityhumanrights.com/sites/default/files/what\\_equality\\_law\\_means\\_for\\_you\\_as\\_an\\_employer\\_-\\_recruitment.pdf](https://www.equalityhumanrights.com/sites/default/files/what_equality_law_means_for_you_as_an_employer_-_recruitment.pdf)



# Appendix

## Appendix 1: Definitions of each protected characteristic

Protected Characteristic	The Equality Act 2010 says that a person must not be discriminated against because:
Age	<ul style="list-style-type: none"> <li>● they are (or are not) a certain age or in a certain age group</li> <li>● someone thinks they are (or are not) a specific age or age group, this is known as discrimination by perception</li> <li>● they are connected to someone of a specific age or age group, this is known as discrimination by association</li> </ul> <p>NB: This does not apply to school aged children</p>
Disability	<ul style="list-style-type: none"> <li>● they have a disability</li> <li>● someone thinks a person has a disability (this is known as discrimination by perception)</li> <li>● they are connected to someone with a disability (this is known as discrimination by association)</li> </ul>
Gender reassignment	<ul style="list-style-type: none"> <li>● of their gender reassignment as a transsexual. A person may prefer the description transgender person or trans male or female. A wide range of people are included in the terms 'trans' or 'transgender' but a person is not protected as transgender unless they propose to change their gender or have done so.</li> <li>● someone thinks a person are transsexual,</li> <li>● they are connected to a transsexual person, or someone wrongly thought to be transsexual (this is known as discrimination by association)</li> </ul> <p>To be protected from gender reassignment discrimination, a person does not need to have undergone any specific treatment or surgery to change from their birth sex to their preferred gender. This is because changing their physiological or other gender attributes is a personal process rather than a medical one.</p> <p>A person can be at any stage in the transition process – from proposing to reassign their gender, to undergoing a process to reassign their gender, or having completed it.</p> <p>Intersex people (the term used to describe a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't fit the typical definitions of female or male) are not explicitly protected from discrimination by the Equality Act, but you must not be discriminated against because of their gender or perceived gender.</p>
Marriage and civil partnership	<ul style="list-style-type: none"> <li>● they are married or in a civil partnership.</li> <li>● marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex.</li> </ul> <p>NB This protected characteristic does not apply to people who are</p> <ul style="list-style-type: none"> <li>● single</li> </ul>



	<ul style="list-style-type: none"> <li>● living with someone as a couple neither married nor civil partners</li> <li>● engaged to be married but not married</li> <li>● divorced or a person whose civil partnership has been dissolved</li> </ul>
<p>pregnancy and maternity</p>	<ul style="list-style-type: none"> <li>● they are pregnant or on maternity leave</li> <li>● they are breastfeeding</li> <li>● they have a stillbirth after 24 weeks of pregnancy. A person is entitled to maternity leave and protection from discrimination in the same way as if they had a live birth. Prior to 24 weeks, the loss of the baby is treated as a miscarriage.</li> <li>● they have taken leave as a result of a miscarriage or pregnancy. Sick leave for these reasons should be recorded separately from other types of sick leave so that it is not used to a person’s disadvantage, for example, in disciplinary or redundancy decisions.</li> <li>● they miscarry before 24 weeks. The person may need time off work if they are ill as a result of a miscarriage. Sickness absence related to a miscarriage should be treated in the same way as pregnancy related sickness.</li> </ul> <p>NB: This also covers pregnant pupils. It is unlawful for school to treat a pupil less favourably or deny her access to education because of pregnancy ,parenting or breast feeding. Local Authorities are required under section 19 of the Education Act to ensure pupils are provided with suitable education when absent from school because of pregnancy or parenting,</p>
<p>race</p>	<ul style="list-style-type: none"> <li>● of their colour, or nationality (including your citizenship). It can also mean a person’s ethnic or national origins, which may not be the same as their current nationality. For example, a person may have Chinese national origins and be living in Britain with a British passport.</li> <li>● of their racial group. This means a group of people who all share the same protected characteristic of ethnicity or race.</li> <li>● your racial group is made up of two or more distinct racial groups, for example black Britons, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers, people born in Britain to Jamaican parents</li> </ul>
<p>religion or belief</p>	<ul style="list-style-type: none"> <li>● you are (or are not) of a particular religion</li> <li>● you hold (or do not hold) a particular philosophical belief</li> <li>● someone thinks you are of a particular religion or hold a particular belief (this is known as discrimination by perception)</li> <li>● you are connected to someone who has a religion or belief (this is known as discrimination by association)</li> </ul> <p>In the Equality Act religion or belief can mean any religion, for example an organised religion like Christianity, Judaism, Islam or Buddhism, or a smaller religion like Rastafarianism or Paganism, as long as it has a clear structure and belief system.</p> <p>The Equality Act also covers non-belief or a lack of religion or belief. For example:</p> <ul style="list-style-type: none"> <li>● the Equality Act protects Christians if they are discriminated against because of their Christian beliefs, it also protects people of other religions and those with no religion if they are discriminated against because of their beliefs</li> </ul> <p>The Equality Act says that a philosophical belief must be genuinely held and more than an</p>



	<p>opinion. It must be cogent, serious and apply to an important aspect of human life or behaviour. For example:</p> <ul style="list-style-type: none"> <li>● an employee believes strongly in man-made climate change and feels that they have a duty to live their life in a way which limits their impact on the earth to help save it for future generations: this would be classed as a belief and protected under the Equality Act</li> </ul> <p>The Equality Act also says that a belief must also be worthy of respect in a democratic society and not affect other people’s fundamental rights. For example:</p> <ul style="list-style-type: none"> <li>● an employee believes that white people are a superior race to others and tells their colleagues so: this would not be classed as a belief protected under the Equality Act</li> </ul>
<p>sex (as is in sex assigned at birth)</p>	<ul style="list-style-type: none"> <li>● you are (or are not) a particular sex</li> <li>● someone thinks you are the opposite sex (this is known as discrimination by perception)</li> <li>● you are connected to someone of a particular sex (this is known as discrimination by association)</li> </ul> <p>In the Equality Act, sex can mean either male or female, or a group of people like men or boys, or women or girls.</p>
<p>sexual orientation</p>	<ul style="list-style-type: none"> <li>● you are heterosexual, gay, lesbian or bisexual</li> <li>● someone thinks you have a particular sexual orientation (this is known as discrimination by perception)</li> <li>● you are connected to someone who has a particular sexual orientation (this is known as discrimination by association)</li> </ul> <p>In the Equality Act, sexual orientation includes how you choose to express your sexual orientation, such as through your appearance or the places you visit.</p>



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### Appendix 2: Discrimination, victimisation and harassment

Discrimination on grounds of race, sex, disability, religion or belief, or sexual orientation is illegal. However, for the school community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement. Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures.

1. There are four ways in which discrimination may occur:

**Direct discrimination:** This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc

**Indirect discrimination:** This means applying a requirement or condition which disadvantages certain groups of people.

**Victimisation:** This occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the Equal Pay Act, Sex Discrimination Act, Race Relations Act or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.

**Harassment:** Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it. Harassment may involve any of the following:

- physical contact or violence;
- offensive humiliating and intimidating remarks or actions;
- exclusion from participation in job-related or classroom-related discussions, training or social or other events;
- unfair work allocation;
- unjust or excessive or humiliating criticism of performance;
- offensive signs or notices;
- repeated demands or requests for sexual favours.

These are merely examples and not an exhaustive list. Whatever the form, the school will provide support for any member of the school community, pupil or staff member who is the victim of any form of discrimination or harassment.

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### Appendix 3: Examples of how the school implements the Equality Act for Staff

The table below gives examples of strategies in place to implement the Equality Act of for staff

Protected Characteristic	School practice -Staff
Age	<ul style="list-style-type: none"> <li>-Blind recruitment process</li> <li>-No enforced retirement age</li> <li>-Part-time and flexible working</li> </ul>
Disability	<ul style="list-style-type: none"> <li>-Reasonable adjustments made to working conditions, working hours and working environment</li> <li>-Fully accessible building</li> </ul>
Gender reassignment	<ul style="list-style-type: none"> <li>-Gender neutral toilets</li> <li>- Gender neutral staff dress code</li> <li>-Staff training on LGBT equalities</li> <li>- Full support for staff undergoing gender reassignment</li> <li>-Celebration of LGBT+ Month promoting a whole school culture of LGBT inclusion and visibility</li> </ul>
Marriage and civil partnership	-
Pregnancy and maternity	<ul style="list-style-type: none"> <li>-Reasonable adjustments made for pregnant and breastfeeding staff</li> <li>-Flexible working arrangements</li> <li>-Shared parental leave</li> <li>-Keeping in touch days during maternity leave</li> <li>- Phased and flexible return to work arrangements</li> </ul>
Race	<ul style="list-style-type: none"> <li>-Recruitment packs and adverts actively encourages applications from BAME professionals</li> </ul>
Religion or belief	<ul style="list-style-type: none"> <li>-Leave of absence given for religious observance</li> <li>Friday prayer room for staff and pupils</li> <li>-Further provision made with a quiet room during the month of Ramadan</li> </ul>
Sex (as is in sex assigned at birth)	<ul style="list-style-type: none"> <li>-Blind shortlisting process</li> <li>-Shared parental leave</li> </ul>
Sexual orientation	<ul style="list-style-type: none"> <li>-staff training on LGBT+ equalities</li> <li>--Celebration of LGBT+ Month promoting a whole school culture of LGBT inclusion and visibility</li> </ul>

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### Appendix 4: Examples of how the school implements the Equality Act for Pupils

The **Equality Act** 2010 protects **children**, young people and adults against discrimination, harassment and victimisation in relation to housing, education, clubs and the provision of services (under-18s are only protected against age discrimination in relation to work).

The table below gives examples of strategies in place to implement the Equality Act of pupils.

Protected Characteristic	School practice - Pupils
Disability	<ul style="list-style-type: none"> <li>-Reasonable adjustments made to school policy to take into account SEND pupils, eg: attendance policy and, PE</li> <li>-Separate SEND policy</li> <li>-Our outstanding SEN and Autism Base provide bespoke support and services for pupils with a wide range of SEN needs and mobility restriction</li> <li>-Accessibility of curriculum for all pupils, including visual impairment</li> <li>-Accessibility of classroom to all all pupils</li> <li>-Celebration of Autism and disability through SMSC/Assembly programme and thought for the week</li> </ul>
Gender reassignment	<ul style="list-style-type: none"> <li>--Gender neutral toilets</li> <li>- Gender neutral school uniform policy</li> <li>-Staff training on LGBT+ equalities</li> <li>-Specific unit of work in Y8 PSHE on LGBT Equality</li> <li>-LGBT+ inclusive Relationships and Sex Education curriculum</li> <li>- Full support for non-binary and transgender pupils by using preferred names</li> <li>-Reasonable adjustments made for transitioning pupils eg: access to separate changing facilities for PE</li> <li>-Celebration of LGBT+ Month promoting a whole school culture of LGBT inclusion and visibility</li> <li>-LGBT Pride Youth Network pupil leadership group</li> <li>-Yearly programme of LGBT+ workshops with external agencies Diversity Role Models and Educate and Celebrate</li> <li>-LGBT+ visibility support from Simmons and Simmons</li> <li>-Stonewall Bronze Award</li> <li>-Behaviour and anti-bullying policy with specific reference to HBT bullying</li> </ul>
Marriage and civil partnership	<ul style="list-style-type: none"> <li>-Ethics and PSHE curriculum in Y8, Y9 and Y11 teaches pupils about committed relationships and that same sex relationships have equal status in the law and in our school, as heterosexual relationships</li> </ul>
Pregnancy and maternity	<ul style="list-style-type: none"> <li>-Provision and reasonable adjustments made for pregnant, parenting and breastfeeding pupils</li> </ul>
Race	<ul style="list-style-type: none"> <li>-Celebration of Black History Month</li> <li>-Senior leader allocated to whole school monitoring of RAA for BAME pupils</li> <li>-Active steps taken to ensure equal representation of BAME pupils on student leadership programmes</li> <li>-Strategies to close the gaps of underachieving ethnic groups</li> <li>-Pupil BAME group</li> </ul>
Religion or belief	<ul style="list-style-type: none"> <li>-Ethics curriculum in Y7-9 teaches pupils about the six major world religions and humanism/secularism</li> <li>-CPSHE curriculum in Y9 teaches pupils about religious freedoms and tolerance in the context of British Values</li> </ul>



	<ul style="list-style-type: none"> <li>-SMSC and assemblies programme promotes religious tolerance and freedom</li> <li>-Friday prayer room for staff and pupils</li> <li>-Further provision made with a quiet room during the month of Ramadan</li> </ul>
Sex (as is in sex assigned at birth)	<ul style="list-style-type: none"> <li>-Celebration of International Women’s day and International Men’s Day</li> <li>-Senior leaders allocated to whole school monitoring of RAA of boys and girls</li> <li>-Gender equality delivered through assemblies and SMSC programme</li> </ul>
Sexual orientation	<ul style="list-style-type: none"> <li>-staff training on LGBT+ equalities</li> <li>-Specific unit of work in Y8 PSHE on LGBT Equality</li> <li>-LGBT+ inclusive Relationships and Sex Education curriculum</li> <li>-Celebration of LGBT+ Month promoting a whole school culture of LGBT inclusion and visibility</li> <li>-LGBT Pride Youth Network pupil leadership group</li> <li>-Yearly programme of LGBT+ workshops with external agencies Diversity Role Models and Educate and Celebrate</li> <li>-LGBT+ visibility support from Simmons and Simmons</li> <li>-Stonewall Bronze Award</li> <li>-Behaviour and anti-bullying policy with specific reference to HBT bullying</li> </ul>

Ratified

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### Appendix 5: Guidance for supporting transgender and non-binary pupils

In the last few years there has been much work done raising awareness and increasing the visibility of transgender issues. This guidance has been adapted from the NEU's guidance documentation.

- The term **transgender**, or more commonly now trans, is an umbrella term used to describe a person whose gender identity is not the same as the **sex they were assigned at birth**.
- Trans also includes non-binary people who do not fall into the binary categories of man/woman or male/ female. **Non-binary** people may feel they are not exclusively male or female, and may embody elements of both.
- Being transgender does not imply any specific sexual orientation. A trans person can be gay, straight, bisexual, lesbian or any other sexual orientation.
- You cannot tell if a person is trans just by looking at them; trans people do not look a certain way or come from any one background.
- As trans people become more visible in society, the number of young people feeling confident and able to seek help with their gender identity issues is increasing.
- The word '**transition**' describes the steps a trans person may take to live in the gender with which they identify.
- Every person's transition is unique and will involve different things. There's a lot of focus on medical transitions, but not all trans people want or can access hormone therapy and surgeries. Someone's transition may involve purely social aspects, such as telling friends, family and colleagues; dressing differently; and changing names, **pronouns** and official documents. There is no 'right' or 'wrong' way to transition.
- With more young people exploring their gender identity, the need for knowledge, experience and guidance in schools is crucial for education staff to be able to adequately support pupils

#### Legal context

Not only is there a moral obligation to support young trans and gender-questioning pupils in education, but there is a legal one too. The Equality Act 2010 prohibits discrimination of anyone with a protected characteristic. The protected characteristic of gender reassignment covers trans people. To be protected from gender reassignment discrimination, you do not need to have undergone any specific treatment or surgery. This is because changing your physiological or other gender attributes can be an entirely personal process rather than a medical one. You can be at any stage or part of a stage in the transition process – from proposing to reassign your gender to undergoing a process to reassign your gender or having completed it. This means that pupils who want to use a new name, wear new clothes or ask for a new pronoun to be used are protected under the law, regardless of whether they have, or want to have, any medical treatment.

#### A whole school approach

At Frederick Bremer we believe trans people should not have to ask to be included. These are the steps we take to create a more trans-friendly environment that will send a message of acknowledgement, respect and acceptance to all pupils

- Do not make any assumptions. Many trans pupils are not out, and, because of a lack of knowledge of trans issues, pupils may not have the language to explain their feelings or identity.
- Provide staff training on transgender inclusion, and more bespoke training for pastoral staff.
- Ensure that every staff member feels supported if they want to ask questions and increase their knowledge
- Acknowledge that there will be trans people within the school/college community as pupils, parents, carers, staff and governors.
- Ensure trans issues and transphobia are included within the school's Equality Policy

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- Use the curriculum and activities such as assemblies to challenge stereotypes based on gender and gender identity.
- Celebrate whole school SMSC events that promote trans-inclusion
- In class we have seating plans that promote learning and meet individual pupil needs. We will avoid seating plans that increase stereotypes about gender and girls and boys.
- Gender neutral toilets
- A gender neutral school uniform policy
- Two designated members of staff who lead on LGBT inclusion

### How to respond when first approached by a pupil asking for help with gender identity issues or comes out as transgender?

1. Let the pupil talk and ensure you are supportive and non-judgemental. Let them know you will arrange a further conversation for them to discuss this in more detail
2. Email Ben Lyons/Stephanie Shaldas/Michele Phillips with the pupil's name, tutor group and what they have told you. It will then be agreed which member of staff would be best placed to have a more in depth conversation with that specific student.

### How to manage the first meeting

The first thing to do is enter into a conversation with the young person and, only with their permission, with their family, in order to work through the questions below. Please keep in mind when talking with a young trans person or their family that it is important to

- 'listen' and not lead the conversation
- to keep an open mind and to not say things that could appear to minimise or dismiss how they are feeling.
- It is really important that the young person's gender identity is respected. Let the young person express how they identify or need to express their gender in a conversation or in any other way they find comfortable.
- Care must be taken to find out what their needs are and how they want to proceed. Every young trans person is different.
- The parents/carers are also likely to need support so that they can work out how best to support their child and determine what pronouns, clothes and support might be most appropriate.
- The person holding the conversation should keep a full transcript of the conversation

### Checklist of actions and questions

- Can you tell me how you are feeling about your gender identity?
- How long have you felt this way?
- Have you spoken to anyone else about your feelings or gender identity?
- Can we invite your family in to school to discuss this? If the pupil says no, this needs to be explored further, but ultimately the pupil's confidentiality must be respected (see section on confidentiality)
- How do they wish to express their gender identity?
- Are you comfortable with PE and the changing rooms?
- Which name and which pronouns do they wish to be known by/called at school/college? (NB, this might differ from those used at home, if this is what the young person wants at that time.)
- Do you need information, support and guidance with medical transition?
- Would you like the support of a transgender support group?
- How can we support you?

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### Next steps

- Send the minutes of the meeting to the relevant Senior Leader (Ben Lyon)
- Pupil discussed at the next pastoral referral meeting and agreement made whether a care/action plan needs to be put in place
- Local LGBT+ or specific trans-focused support group to be contacted for support and guidance (ELOP, Gendered Intelligence and Mermaids)
- If continuing conversations with the pupil and family show that the pupil is intending to transition in school/college, then putting together an action plan is a crucial. When putting together any transition plan, it cannot be overstated that it must be led by the needs of the pupil and the family, and the young person will have many good and practical ideas about what they would find helpful.
- If they are looking to find medical help with their transition, then their GP could be the first port of call. The GP should at least be able to refer the young person to Child and Adolescent Mental Health Services (CAMHS), or the school can do this through their own referral
- As part of the care/action plan it should be decided what information/instructions will be given to staff and pupils

### What is the best way of managing sensitive information?

- With a young person going through transition it is so important to support them and how they wish to express their gender identity.
- It is crucial that schools and colleges provide maximum confidentiality in supporting trans pupils. Trans pupils may choose to apply for a gender recognition certificate once they reach the age of 18; it would be a criminal offence for someone who has been told that someone is trans in the course of their professional role to disclose this information without the consent of the student. In all other cases, the wishes of the pupil in respect of disclosure should be respected.
- Schools and colleges should ensure they discuss with pupils, and where necessary with their parents or carers, when it will be necessary to disclose trans children's legal names, for example when registering for exams and for medical record purposes.
- Correct pronouns and new names must always be used out of respect, support and safety. If incorrect pronouns or an old name are used, it can sometimes lead to outing that person as trans within a school or college, which can then lead to bullying and discrimination. Even when discussing the pupil between staff, the student's correct and current name (the one they wish to be addressed by) must be used at all times and their gender identity issues should not come into conversation unless it is relevant. If a conversation needs to take place where the pupil's gender identity does need to be discussed, then it should be done so in a location that is private and confidential. It only takes one overheard conversation to start a chain of events that that can have a detrimental effect on a young person's transition and early life.