



ST PETER'S SCHOOL STUDENT EQUALITY AND DIVERSITY POLICY

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Reviewer: Assistant Head Teacher (Mike Gregory)

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Document Control		
Edition	Issued	Changes from previous
1	December 2020	New policy
2	October 2022	Changes to include transgender: Key definitions (from Trans inclusion schools toolkit: Brighton and Hove City Council) Addition of Appendices 1 and 2
3	November 2024	Formatting of bullet point list (pg2) Review date for the Equality objectives updated in line with school website. Minor changes to wording to ensure up to date with other current policies.

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Assessment Policy Admissions Policy Anti-Bullying Policy Curriculum Policy Accessibility Plan Independent learning Policy Behaviour Policy Quality Assurance Policy Child Protection and Safeguarding Policy SEND Policy Teaching and Learning Policy	Head Teacher Heads of Year

Aims

Promoting equal opportunities is fundamental to the aims and ethos of St Peter's School ('the School'). Our school is committed to equal treatment for all students, regardless of race, sex, disability, religion or belief, or sexual orientation.

Each of the core principles of the Cam Academy Trust promotes equality and celebrates diversity. Students will only achieve excellence if the barriers that promote unequal outcomes are successfully removed. Education can only be truly comprehensive if every student has an equal chance to thrive. This can only be achieved by effective partnership with key external organizations, and strong links throughout the local community. It is only with a genuinely international outlook that students will truly understand and value global diversity. These values are commonly held across our Trust and by St Peter's School.

This Policy should be read in conjunction with the Cam Academy Trust Staff Equality and Diversity Policy and the school Policies published on our website at <https://www.stpetershuntingdon.org/parents-carers-students/policies.php>

Meeting our Duties

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The Equality Act establishes 9 protected characteristics:

- Disability
- Race
- Sex
- Gender reassignment
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnership
- Age

Key definitions (from Trans inclusion schools toolkit: Brighton and Hove City Council):

- Disability - a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- Race / Ethnicity - this includes ethnic or national origins, colour or nationality, including refugees and migrants and Gypsies and Travellers.
- Sex - men/boys and women/girls are covered under the Act
- Gender reassignment - someone who proposes to, starts or has completed a process to change his or her gender. A person does not need to be under medical supervision to be protected.
- Religion or belief - religion includes any religion with a clear structure and belief system. Belief means any religious or philosophical belief. The Act also covers lack of religion or belief.
- Sexual orientation - the Act protects bisexual, gay, heterosexual and lesbian people
- Pregnancy and maternity - protection is during pregnancy and any statutory maternity leave to which the woman is entitled.
- Marriage and civil partnership - only in relation to due regard to the need to eliminate discrimination.
- Age - people of all ages.

Age and marriage and civil partnership are 'protected characteristics' which apply in law only to employment, not students in education. However, all schools have a duty to ensure that students understand what the law says in each of these cases, the consequences for our society, and their responsibilities. All of these protected characteristics are referred to and/or explicitly taught within our formal and informal curriculum.

Equality and diversity objectives

The aims of this Policy and the School's ethos as a whole are to:

- To eliminate unlawful discrimination on grounds of any of the protected characteristics
- To advance equality of opportunity for all members of the school community
- To foster good relations between students who share a relevant protected characteristic and students who do not share it.

As a public organisation, St Peter's School has its own formal equalities objectives. These are:

- to narrow the gap between the progress made by disadvantaged boys and those of non-disadvantaged students nationally
- to narrow the gap between the attendance of disadvantaged boys and that of non-disadvantaged students nationally
- to narrow the gap between the proportion of disadvantaged boys who receive fixed-term exclusions and non-disadvantaged students nationally.

These objectives will be reviewed in June 2028 following the Trust's review of its equality objectives.

All members of the School community are expected to comply with this policy.

A number of aspects of our school life are designed to ensure that the above objectives are met; these are as detailed below:

1. Our curriculum

The School affords all students access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare). The School will not discriminate against a student on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

Our curriculum has been developed so that across all subjects we ensure that:

- all students understand the law and its implications with regard to equality
- the fostering of positive relationships is encouraged
- students are prepared for life in a diverse society
- students explore and understand the issues related to identity and equality
- there is collaboration with partners and community groups to access support and provide information
- we facilitate support for groups of students with protected characteristics (i.e. LGBTQ+). Appendix 1 below provides more details, with further Transgender information in our Trans inclusion schools' guidance toolkit (Appendix 2).
- we celebrate and value the diverse characteristics of students within the school community

- we extend and enhance the experience of students in regard to diversity both within our society and the wider global community
- we counter inequalities in outcomes, for example by clearly justifying any elements of single-gender teaching.

2. Removing the barriers to learning

St Peter's School aims to:

i) **Have a fair and equal admission process**

The School treats every application for admission in a fair and equal way in accordance with its Admissions Policy and the School's and County's admissions process. The School accepts applications from, and admits, all prospective students irrespective of their gender, disability, gender reassignment, pregnancy and maternity, race, religion or belief (or lack of religion or belief) or special educational needs ('SEN').

Parents must inform the School when submitting the Registration documentation of any special circumstances relating to their child which may affect their child's performance /or ability to fully participate in the education provided by the School. St Peter's School does not discriminate on the grounds of SEN/additional needs and supports the admissions Code agreed in partnership with the LA.

Students with a Statement of SEN or EHC Plan that names our school will be admitted where it is seen that we are able to provide an efficient and effective education which will enable the student to progress and not hinder the progress of other students. (Please see our SEN Policy here <https://www.stpetershuntingdon.org/parents-carers-students/policies.php>)

(ii) **Remove physical barriers students may face accessing and moving around the school site.**

The School has an ongoing duty to make reasonable adjustments for students with a disability to ensure they do not suffer a substantial disadvantage in comparison with other students. Students with any form of a disability are welcomed in all classrooms and supported in line with their needs. All students are encouraged to participate in all lessons and provisions are made to all for their full participation when necessary.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals for auxiliary aids and services in light of a student's disability and the resources available to the School.

The School has an Accessibility Plan in place which can be found on the School's website and a hard copy can be made available upon request. This sets out the School's plan to increase the extent to which disabled students can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

(iii) Allow access to the curriculum for all

Access for all is supported through our use of Cabin TAs to encourage all students, regardless of need, to participate in and engage in all lessons, and by allowing TAs to work closely with teachers to ensure this happens. See our Curriculum Policy and SEND Policy.

(iv) Accommodate the cultural, moral, and spiritual needs of all students. For example in ensuring they can observe religious festivals without damaging their education. This is done, for example, through organising work to be sent home or completed before or after the religious festival. RPE, PSHE, and Equality and Diversity also work to ensure understanding and awareness of various cultural and religious activities and practices.

(v) Provide for students who are pregnant or have a child through a supportive, flexible arrangement with the student which best fit their situation. For example, the school's alternative provision could allow for more flexible school hours.

(vi) Promote equality through the school uniform policy which is gender neutral, including with regards to PE. All students are required to wear a uniform up to and including Year 11. The Head Teacher will consider requests from parents and students for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds provided they are consistent with the School's policy on health and safety and it is reasonable in all the circumstances including in light of the School's obligations under the Equality Act 2010.

(vii) Make reasonable adjustments for students with particular needs through the use of the Cabin, STRIVE and Nurture as well as adjustments in lessons and throughout the site.

3. Countering and challenging discriminatory behaviour, harassment, and bullying

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and is dealt with in accordance with the School's Positive Relationship Policy (Behaviour) and Anti-Bullying Policy. The Anti-Bullying Policy defines bullying as the persistent and deliberate attempt to hurt or humiliate someone through, inter alia, emotional, physical, sexual, verbal, and cyberbullying means, as well as bullying based on sexual orientation or prejudice. The policy clearly identifies the ways in which bullying will be dealt with by the school.

Bullying specifically related to Equality and Diversity issues is also logged in the appropriate log and reported to the local authority. All such incidents are followed up by the pastoral team.

Religious belief

St Peter's School the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community. The governing body, through the senior leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Sexual Orientation and Gender Identification

The School values the diversity of its students and aims to ensure they are welcomed and are treated fairly and with dignity and respect whatever their sexual orientation.

4. Monitoring

The school tracks student progress to ensure that all genders, students with SEND, and other important groups within the school are all making the progress they should. The process by which progress is monitored and reviewed by Heads of Year, Heads of Department and SLT is set out in the school's Assessment Policy. Interventions are made at department level to support students who struggle to make the expected progress, and these are tracked within the respective year teams.

Breach of this policy

Students who are in breach of this policy may be sanctioned in accordance with the School's Positive Relationships Policy.

APPENDIX 1

(from LGBTQ+ TOOLKIT FOR SCHOOLS AND COLLEGES Education Safeguarding Team 2022:
Cambridgeshire County Council/Peterborough County Council)

Ally	A person who identifies as straight and/or cisgender and supports people in the LGBTQ+ community.
Asexual	A person who is not attracted in a sexual way to people of any gender birth.
Bisexual	The “Bi umbrella” includes (but is not limited to) the following: Bi/bisexual. Refers to a person who has an emotional and/or sexual attraction towards people of more than one gender. Pansexual. A sexual, romantic and/or emotional attraction towards people irrespective of gender. Bicurious. A curiosity towards, or awareness of, the possibility of being bi. This is sometimes used by young people who are exploring their sexuality and feel that they may be bi.
Cisgender/Cis	Is a term for people whose gender identity matches the sex that they were assigned at birth.
Coming Out	When a person tells someone about their sexual and/or gender identity for the first time. LGBTQ+ people may come out on a regular basis to new people whom they meet.
Deadnaming	Calling someone by their birth name after they have changed their name, often associated with trans people who have changed their name as part of their transition.
Gay	Gay Refers to a man who has a romantic and/or sexual attraction towards men. Also a generic term for lesbian and gay sexual orientation; some women define themselves as gay rather than lesbian.
Gender	Often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.
Gender Dysphoria	Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the sex they were assigned at birth.
Genderfluid	A person whose gender identity is not fixed and shifts over time or depending on the situation.
Gender Identity	A person's internal sense of their own gender, whether male, female, or something else (see non-binary). This may or may not correspond with their sex assigned at birth.
Genderqueer	An umbrella term for a person whose gender identity is not binary.
Gender Variant	A person whose gender identity does not conform to socially defined male or female gender norms
Intersex	A person whose body is not definitively male or female. This may be because they have chromosomes which are not XX or XY or because their genitals or reproductive organs are not considered "standard" or any of many variations of sex characteristics.
Lesbian	Refers to a woman who has a romantic and/or sexual attraction towards women.

Non-Binary	An umbrella term for a person who does not identify with the binary genders of man and woman.
Orientation	An umbrella term describing a person's attraction to other people which may be sexual or romantic.
Pansexual	A person whose sexual and/or romantic attraction is not based on gender.
Pronouns	Words used to refer to others when not using their names and which can denote gender, e.g. 'he' or 'she'. Gender neutral pronouns include they/them and neo-pronouns such as ze/zir.
Queer	In the past a homophobic slur directed primarily at gay men. The term has now been reclaimed by some LGBTQ+ people who don't identify with traditional categories around gender identity and sexual orientation.
Questioning	The process of exploring your own sexual orientation and/or gender identity.
Sex	Either of the two main categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Intersex cannot currently be recorded on birth certificates as a category of 'biological' sex in the UK.
Sexual Orientation	A person's romantic and/or sexual attraction to another person.
Trans	An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. May encompass one or more of a wide variety of terms, including (but not limited to) transgender, non-binary, genderqueer, genderfluid, transsexual, trans woman, trans man.
Transitioning	The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different steps. For some this may include telling friends and family, dressing differently and changing official documents, medical intervention, such as hormone therapy and surgeries – depending on individual circumstances.

Appendix 2

Transgender inclusion schools' guidance toolkit

St Peter's School supports transgender students as much as possible and aims to make their life and study at school as straightforward and as free from barriers as possible. These guidelines are for staff in supporting transgender students and cover areas / topics which should be discussed. This is not an exhaustive list, and each case will be individual. The timing of these conversations and offers of support will depend very much on the individual student and their own situation and preferences.

Student Wellbeing & Support

- Transgender students have a higher risk of encountering mental health issues and of suicide.
- They are also at greater risk of bullying and harassment.
- It is important to talk to transgender students about what stage they are at in the process of transitioning and what their intentions are regarding transition – social and/or medical – and to give them room to talk.
- They should be offered regular meetings with transgender support staff after they have made a disclosure to check that everything is going well and that all of the actions being put in place are happening smoothly.
- They should be asked whether they have encountered any negative remarks or reactions and should be encouraged to report any such experiences to a member of staff.
- It is important that the student knows that the School will support them and act rigorously if they should encounter any harassment or bullying.
- Wellbeing services should be flagged to the student as well as how they can access these should they need to.
- The Kite Trust work specifically in supporting LGBT+ young people. Make the student aware of their website and offer to help them get in touch to talk to one of their trained staff.

Disclosure

- The student may disclose to their tutor or another teacher or member of staff. This member of staff should then make the Head of Year aware. The Head of Year can then refer the student to the transgender support team.
- The Head of Year, with support from the transgender support team, as required, is responsible for discussing the following questions with the student and allowing them to make decisions about any changes they wish to be put in place.
- It is the Head of Year's responsibility to ensure that all changes are implemented by the relevant people.
- It is the Head of Year's responsibility to communicate at each stage with staff and parents according to the student's wishes.

Sixth form Student ID

The student may wish to go by a different name.

- If 6th form, they should be offered the option of having an alternative School ID produced showing their preferred name.
- When giving the new badge to the student ask for the return of their old ID badge.
- This ID can be used on a daily basis and will function in the same way as their original ID.
- To ask for a new student ID the student should contact the Head of Sixth form.
- Head of 6th form will also need to communicate with staff about students who want to change to using their preferred name but whose parents are not aware. The preferred name should not be misused in communications home. The Active Notes comment box on Bromcom will detail which name to use.
- Legal names on Bromcom will remain unchanged, if parents do not consent to the name change.

Communication with Parents/ Carers

- It is at the student's discretion if they inform or have support to inform their family. If the student consents, parents/carers will be informed if a student has changed their preferred name and of the following:-
- Teachers will use the new preferred name at parent consultations.
- Individual communications from the School will show the student's new preferred name.
- School staff will use the new preferred name in telephone conversations with them.
- If the student is not 'out' at home, School will make every effort to maintain their confidentiality. The student will be made aware that this cannot be guaranteed as the information may be shared unintentionally by other students or families.
- Bromcom to be updated with notes by Head of Year (see 'Preferred name' section below).

Preferred Name – School Records

- To change the preferred name on the School system, the student needs to give consent to parents being informed of the new preferred name. Parents then need to give their consent to the name change in school in writing.
- The name will change on all School systems where 'preferred name' is visible including G4Schools, Bromcom and Outlook.
- The change of name on the School system should not be put through before staff who teach / mentor the student have been made aware that this happening.
- Staff will be asked to use the student's preferred name in school, but to refer to the notes on Bromcom re (preferred name, preferred pronouns and any active notes relating to these).
- Heads of Year and SSMs will also need to communicate with staff about students who want to change to using their preferred name but whose parents are not aware. The preferred name should not be misused in communications home. The Active Notes comment box on Bromcom will detail which name to use.

Preferred Name – Informing Teachers and Classmates

- Ask the student how and when they would like to tell teachers and their classmates about their change of name or whether they would like a member of staff to do this on their behalf.
- If they choose a member of staff to do this, they may want to choose the day, whether to be in the room whilst this is happening or not, and if not, when to arrive at class.
- This needs to be agreed with the class teacher.

Toilets

- The student should be given the choice of which toilets they prefer to use, and should be assessed on a case-by-case basis in discussion with the student.
- The location of the gender-neutral toilets in School should be pointed out to them.
- If the student is concerned that they might be challenged when using the toilets by a member of staff, reassure them that is highly unlikely to happen but offer to make staff aware of the student and their decision if they would like you to do so. This may, however, be in conflict with their desire to maintain a level of confidentiality. Any student can use the disabled/gender-neutral toilet.

Residential Trips

- If the student is going on a residential trip, they should be asked, with parents/carers what sleeping arrangements they prefer, based on wants and needs.
- They may ask to be in a single room, and this should be accommodated wherever possible. There should be discussion with appropriate others including relevant friendship groups in a way in which confidentiality is protected.
- Risk assessments must be carried out prior to residential trips in order to make reasonable adjustments to support the participation of trans students.
- The member of staff in charge of the trip will need to be consulted about what arrangements can be made to reasonably fulfil the student's request.
- Other members of staff on the trip need to be informed by the trip leader of the agreed arrangements and of the student's transgender status if they have not been previously informed.

Legal Change of Name

- If a student changes their name legally either by deed poll or by other legal means their legal name can be changed on the School system.
- The student will need to produce original documentation which proves the change of name, and this should be confirmed as genuine by the Year team, and provided to the Office Manager.

Exam entries

- There is a requirement for a student to write their legal name (Entry Name) on each examination paper taken. Without this accurately completed examination results could be delayed, or exam papers queried / challenged by the exam boards.
- A student's legal name will be used on the student's desk candidate card, exam registers and administration, and exam certificates.
- The school appreciates that perhaps a student may need to use a legal name they no longer associate with during the examinations, this can be overcome prior to examination entry with a legal name change.
- AQA, OCR & Pearson exam boards (our main exam boards) will provide a replacement certificate free of charge if a student after examination changes name due to a change in gender identity. New certificates can be provided only once, and only when a name has been legally changed.

(More details are available on the EXAM ENTRY NAME DIFFERENCES document on the school website.)

Data Protection

- Information pertaining to a student's change of gender or change of name should be shared only on a need-to-know basis.
- The student should be aware at all stages of the process who their information is being shared with, including parents.
- If a student arrives at the School having already transitioned, using corresponding pronouns and/or name, information on their gender identity assigned at birth must be kept confidential.

Students who identify as non-binary

- Students who identify as non-binary may wish to select a gender-neutral name and to use non-gender specific pronouns.
- Some common options are:-
- They/them/theirs (Shea ate their food because they were hungry).
- Ze/hir (Tyler ate hir food because ze was hungry). Ze is pronounced like "zee" can also be spelled zie or xe, and replaces she/he/they. Hir is pronounced like "here" and replaces her/hers/him/his/they/theirs.
- Ae/aer (Jay said that ae was delayed as aer bus was cancelled).
- The student's preferred name. (Ash ate Ash's food because Ash was hungry).
- Their choice must be communicated clearly to all relevant staff.