

# THE MARIST SCHOOL



## **Equal Opportunities Policy** **(Including Equality and Transgender Policy)** **DfE No: 868/6013**

**Ratified Date: December 2018**

**Review Date: December 2019**

**Signed:**

**Ann Nash**  
**Chair of Governors**

**Karl McCloskey**  
**Principal**

*The charity of the order of the Marist Sisters Province of England (charity no. 225485) aims to promote and provide for the advancement of education by conducting and governing a day school for girls in England. The teaching shall be in full accordance with the Roman Catholic Church.*

## **Equal Opportunities Policy**

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**Link to the School Mission Statement:**

At the heart of equal opportunities for all lies recognition of “Life in all its Fullness” as an imperative towards quality of opportunity. The Christian values of justice, equality and respect for the dignity of each person are central to our being, our ways of working and relating as a school community.

**Marist specific – link to the key values of Jean Marie Chavoin:**

The Marist way is a way characterised by Mary in the midst of the apostles and in the home at Nazareth displaying the loving tenderness of a woman and mother for all, irrespective of colour, creed or class.

Jeanne Marie Chavoin worked to found a community where equality of opportunity was key. She played an important part in freeing religious women from the constraints of an out-dated male dominated civilisation thereby opening the way for active religious well informed independent and responsible women in the world and in the church. Her apostolic vision lies at the heart of our commitment to equal opportunities for all.

**Rationale**

- (i) The Bishop’s Conference of England and Wales in 1979 observed that ‘Through a long and constant process Britain has become irreversibly a multiracial, multicultural society’. From time immemorial groups from all parts of Europe and the nations of the world have come to settle in England bringing with them all that is most precious, their families, their customs and their way of life. Within the church this diversity is not a basis for division but the underlying and over-riding principle of our faith in Jesus Christ binds us together in a unifying brotherhood of understanding, love and mutual enrichment.

‘You are, all of you, sons of God through faith in Christ Jesus. All baptised in Christ, you have all clothed yourselves in Christ and there are no more distinctions between Jew and Greek, slave and free, male and female, but all of you are one in Christ Jesus’. Galatians 3:26-29.

The Gospel itself leaves us in no doubt, that our belief in its values should place us in the forefront of the movement for racial justice and harmony.

- (ii) The Equality Act 2010 gives the school a statutory duty to promote race equality specifically. Although the school does not feature as one of the public authorities listed in section 71(1) of the act and consequently it is not bound by the statutory duty towards implementation the school considers equality of opportunity to be a gospel value and a Marist priority and as such the school has elected to self regulate in accordance with the spirit of the legislation.

- (iii) There are many examples of good practice within our school, which may be held up as examples of Christian inspiration. Our practice is based upon the following principles.
1. This school accepts the guiding principles laid down by the Bishops. All men and women are of equal importance in the sight of God and should be equally accorded the respect and dignity due to the children of God.
  2. It follows that the diversity resulting from age, gender, racial and social origins, culture and practice should be regarded as enriching the total Catholic community and not creating any order of esteem.
  3. Consequently, all the member of the community, whatever their function, status or ability shall be held in equal esteem.
  4. No person should be recruited to the service of the school – unless he/she is fully aware of the aims and objectives of the Church and of the school in seeking to implement them.
  5. Age, sex, ethnic origin, disability, religion, marital status or sexual orientation shall not be a consideration in the recruitment of staff, but simply the matter of qualification, experience and suitability to the proper discharge or relevant duties.

#### Benefits of the policy

It will:

- encourage policy makers to be more aware of potential challenges
- contribute to more informed decision making
- improve the schools ability to deliver suitable and accessible educational opportunities that meet varied needs
- increase confidence in school especially among ethnic minority communities
- raise standards across the whole school
- target appropriate action to remove inequalities
- create and sustain a positive atmosphere where there is a shared commitment to value diversity and respect difference
- challenge and prevent racism, sexism and discrimination
- promote good relations between people in the whole school community

#### **Background**

The Marist School is committed to a policy of equality of opportunity. We do not discriminate against anyone, staff or pupil, on the grounds of their gender, sexual orientation, race, colour, religion, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination. We believe that all pupils and staff, are of equal value and are entitled to equal provision and access and equal respect, courtesy and consideration. This approach permeates all aspects of our curricular and pastoral provision and the School's policies on admissions, curriculum, PHSE, moral and spiritual development and employment. We draw from a wide catchment area and our pupils come from many different backgrounds.

## **Aims**

We aim to:

- promote the principles of fairness and justice for all through the education that we provide in our school
- ensure that all pupils have equal access to the full range of educational opportunities provided by the school
- strive constantly to remove and forms of indirect discrimination that may present barriers to learning
- ensure that all employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve
- challenge stereotyping and prejudice wherever they occur
- celebrate the cultural diversity of our community and show respect for all minority groups
- be aware that prejudice and stereo typing are caused by low self image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all

## **Implementation**

The school maintains an admissions policy for all phases of entry.

Admission is open equally to pupils from all racial and cultural groups.

The criterion for admission is the suitability of the pupil to the academic education offered by the school. This is determined by the tests outlined in the School's admissions policy.

The curriculum is equally available to all pupils and should reflect:

- the nature of a pluralist society
- the benefits of cultural diversity
- the recognition of linguistic diversity and bilingualism
- the recognition of cultural and religious differences
- the elimination of any form of disadvantage resulting from cultural or religious differences
- the elimination of all forms of racial prejudice and discrimination

Classroom organisation and strategies

- every effort is made to use available information to ensure that pupils admitted to the school are placed in a form of equal size to that of others in the same year group, the composition of which should reflect the proportions of ethnic groups within the school as a whole
- all teaching staff must be aware of the role they play in creating an atmosphere in the classroom in which all pupils may work harmoniously and in encouraging those of different ethnic backgrounds to work together

Resources

- resources are carefully monitored to ensure that they reflect and promote the values of a multi-cultural society. Racist materials are not used except as an example of racism

#### Pastoral care

- pupils are valued equally as individuals and as members of the Marist community
- careers advice is offered equally to all pupils and responds to individual needs and interests. All pupils regardless of race are encouraged to consider all options and to make the most of their potential.

#### Behaviour and discipline

- the School has a policy on behaviour which applies equally to all pupils

#### Dealing with racism

- there must be automatic rejection of racist name calling or taunting based upon religion or race. Any such incidents must be recorded and dealt with under the disciplinary procedures of the school.

#### Working with parents

- all parents are encouraged to join the Marist Friends Association
- all school literature is written in English. Where language difficulties exist, meetings between school and parents may where this is reasonable and practicable take place with an interpreter (usually from the family of the parents).

#### Staff recruitment and professional development

- all recruitment is carried out in accordance with the school policy, which is available on request from the Principal
- professional development is offered in accordance with budget allowances and the school strategic and department development plans.

#### Monitoring

The Principal is responsible for:

- providing a policy which meets Governors' requirements and complies with all legislation and with the aims of the school
- making sure that the school complies with the Equality Act 2010
- making sure that the Equal Opportunities and Cultural Diversity Policy and its procedures are followed
- making sure that the Equal Opportunities and Cultural Diversity Policy is readily available and that, staff, pupils and parents know about it
- making sure that the staff know their responsibilities and if necessary ensuring that training is carried out
- taking appropriate action in cases of racist or discriminatory harassment or abuse

Staff are responsible for:

- dealing with racist incidents and being able to recognise and tackle racial bias and stereotyping
- promoting equal opportunities and good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality, religion, ethnic or national origins and gender
- keeping up to date with legislation on discrimination

## 1. PUPILS

In its dealings with pupils, The Marist School will have regard only to the merits, abilities and potential of the individuals concerned and not to their gender\*, colour, ethnic origin, age\*\*, socio-economic background, disability\*\*\*, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinction.

The School's objective is to provide for every pupil equal encouragement and opportunity to take full advantage of the school's facilities and activities.

The School's aims and curriculum reflect our commitment to this policy.

\* The Marist School is a girls-only school (Nursery EYFS - 13);

\*\* Subject to the School's regulations on pupil admission, which are reviewed from time to time to ensure they are appropriate for achieving the School's objectives and for avoiding unlawful discrimination.

\*\*\* Every reasonable effort will be made to ensure that children with a disability can participate fully.

## 2. STAFF

The School is an equal opportunity employer and is committed to ensuring that, within the framework of the law, the School is free from unlawful or unfair discrimination on the grounds of gender, colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other irrelevant distinction.

The School aims to ensure that all staff can achieve their full potential and that all employment decisions are taken without reference to irrelevant or discriminatory criteria. The School has adopted the following steps as a means of achieving these aims:

- a. Recruitment and employment decisions will be made on the basis of fair and objective criteria. Selection procedures will be reviewed from time to time to ensure that they are appropriate for achieving the School's objectives and for avoiding unlawful discrimination.

- b. The requirements of job applicants and existing members of staff who have, or have had, a disability will be reviewed to ensure that whatever possible reasonable adjustments are made to allow them to enter into, or remain in, School employment. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully.
- c. Person and job specifications shall be limited to those requirements which are necessary for the effective performance of the job. Interviews will be conducted on an objective basis and personal or home commitments will not form part of employment decisions, except where necessary.
- d. The ethnic and gender composition of staff will be monitored periodically. Information will be taken from existing records, with additional data sought when necessary.
- e. Appropriate training will be provided, where necessary, to enable staff to implement and uphold this commitment to equality of opportunity. Such training could range from discussions with Senior Managers to externally provided courses. Training needs will be assessed as part of the normal annual personal development review process.
- f. Working patterns will be reviewed, when necessary, so as to enable flexible working by staff with carer and/or childcare responsibilities, where this is possible. Where necessary, special provision will be made for training for staff returning to work following a break for domestic reasons.
- g. Consideration will be given to developing action programmes to promote equality of opportunity.
- h. All staff have a right to equality of opportunity. All staff have a duty to implement this policy.
- i. Breach of the equal opportunity policy is a potentially serious disciplinary matter. Similarly, unsubstantiated accusations of discrimination for malicious purposes could be a serious disciplinary offence. Anyone who believes that they may have been disadvantaged on discriminatory grounds is entitled to raise the matter through the Grievance procedure.

## Equal Opportunities/Racial Equality from Policy to Practice

Policy Aspect	Practice
1. Equal Opportunities Policy	<ul style="list-style-type: none"> <li>- part of induction programme for new staff</li> <li>- included in staff handbook</li> <li>- policy handbook in staff room</li> </ul>
2. Are all pupils given suitable responsibility to undertake classroom and other school tasks?	<ul style="list-style-type: none"> <li>- Form Captain</li> <li>- School Council</li> <li>- Posts of responsibility</li> </ul>
3. Procedures and penalties for racial abuse etc clearly defined and spelled out to all relevant parties	<ul style="list-style-type: none"> <li>- Behaviour policy, school rules and rewards and sanctions policies outlined</li> </ul>
4. Procedures in place for the equitable allocation of posts of responsibility	<ul style="list-style-type: none"> <li>- Staff appointments policy</li> <li>- Election/appointments process for positions of responsibility</li> </ul>
5. The schools teaching and support staff reflect the ethnicity of the population it serves	<ul style="list-style-type: none"> <li>- School staff (teaching and support) diverse ethnicity</li> </ul>
6. Support given to girls where financial constraints would prevent their participation in school trips and other activities	<ul style="list-style-type: none"> <li>- Assisted places scheme (Chavoin Awards)</li> <li>- Means Tested Bursary Provision</li> <li>- Discretionary powers of SLT</li> </ul>
7. An individual is responsible for co-ordinating equal opportunities activities and implementation of the equal opportunities policy	<ul style="list-style-type: none"> <li>- Via Executive &amp; SLT</li> <li>- Primarily through the Assistant Principals</li> <li>- Principal</li> </ul>
8. The schools menu provides adequate choices for girls with special dietary requirements	<ul style="list-style-type: none"> <li>- Thomas Frank's catering provide vegetarian options daily and can respond to/provide for specific dietary needs or preferences</li> <li>- Option of packed lunch available</li> </ul>
9. School policies (exclusion, bullying, curriculum) monitored to check adverse effect impact on girls from some racial groups	<ul style="list-style-type: none"> <li>- Ongoing programme of whole school policy review, monitoring and evaluation</li> </ul>
10. All parents encouraged to take part in the life of the school	<ul style="list-style-type: none"> <li>- Regular communication - Newsletters</li> <li>- Parents evenings</li> <li>- Concerts, productions</li> <li>- Sporting events</li> <li>- Marist Friends</li> </ul>

## Language

Policy Aspect	Practice
1. A policy for language across the curriculum which helps to identify where language support is needed	- Currently being revised/updated completion date June 2019
2. Staff provided with information about home language spoken by girls	- On SIMS database
3. Staff given information on language levels	- Via English department - Assessments, reading ages etc in Year 7
4. Staff use this information appropriately in their planning	- Monitored via department heads in review of department staff
5. Staff parents and girls aware that racist, sexist and insensitive language is always regarded as unacceptable	- Communicated via code of behaviour, staff handbook, terms and conditions. Partnership agreement and reinforced via assemblies, pastoral contact time and retreats
6. Girls encouraged to recognise bias and selectivity	- Critical analytical thinking days (whole school) - Schemes of work to make these skills explicit

## Curriculum Content and Planning

Policy Aspect	Practice
1. Teachers use a range of teaching and learning styles to include those that foster a sense of self esteem	- Staff planning, records and departmental programmes of study/schemes of work to identify explicitly where these aspects feature
2. Girls encouraged to work collaboratively and to learn from a diversity of experiences, perspectives and viewpoints	
3. Appropriate use is made of practical tasks and activities, objects and artefacts	
4. Schemes of work include reference to equal opportunities issues over the year	
5. curriculum time given over to special equal opportunities issues	
6. Support staff have opportunities to take a lead on parts of the educational programme	- Opportunities exist to do so - Take up rates to date have been limited, currently growing the culture of front line participation

## Assessment and Recording

Policy Aspect	Practice
1. Steps taken to ensure that assessment tasks are appropriate for all	<ul style="list-style-type: none"> <li>- Co-ordinated by Vice Principal who manages the assessment, recording and reporting process primarily through the Heads of Department monitored by HOD and SLT checks</li> <li>- Monitored and evaluated by the respective SENCO's</li> <li>- Executive &amp; SLT</li> <li>- Examinations officer</li> <li>- Assessment co-ordinator</li> <li>- SENCO's</li> </ul>
2. Self assessment is a part of the school assessment process	
3. Targets for individual pupils e.g. SEND are regularly monitored and reviewed by staff	
4. Parents are involved in reviews	
5. Appropriate records are available to staff	

## Resources and Materials

Policy Aspect	Practice
1. LRC and Library accessible to all	- LRC available throughout the day to facilitate and co-ordinate independent learning opportunities
2. Library books/resources reflect cultural and linguistic diversity	- Monitored by Executive Team
3. Displays contain variety across the age, ability range and include cultural diversity	- To be reflected in formalised whole school display policy and staff training
4. Equality of access to the use of specialist equipment e.g. scientific, technology and ICT equipment	- Within lesson time and as part of extra-curricular provision access is open to all on an unrestricted basis but with staff supervision throughout.
5. All cultures shown as equally valuable	<ul style="list-style-type: none"> <li>- Via morning prayer/assemblies/PSHE/</li> <li>- Curriculum links into a number of subject areas, specifically History, RE English, Geography, Modern Foreign Languages and Classics</li> </ul>

## The Learning Environment

Policy Aspect	Practice
1. Classrooms arranged so that all have equal access to the: <ul style="list-style-type: none"> <li>- room</li> <li>- resources and materials</li> <li>- focal point(s) of the room (teacher and board/screens)</li> </ul>	- Addressed via the Accessibility plan
2. Different styles of working encouraged within the limitations of the room	- Via individual lesson plans of staff and department schemes of work

## Monitoring and Data

Policy Aspect	Practice
1. Ethnic monitoring records kept	- Via DfE, ISC and CES census returns annually
2. The progress of all girls is measured/analysed	- Via department records - Whole school reporting - Value added systems and - Pastoral checks

## Staff Development

Policy Aspect	Practice
1. Staff trained in the use of aids required by some girls	- As appropriate key staff have received relevant first aid training eg: diabetes specific and visual impairment training
2. School promotes training in equal opportunities issues	- Continuing professional development records and staff inset records

## Relationships within the School

Policy Aspect	Practice
1. Girls aware that staff have high expectations of all of them	- Via Mission Statement, assemblies, individual lessons, matches, assessments, concerts, performances, events (whole school)
2. All members of school community demonstrate a respect for others customs and individuality	

## Annexe 1 TRANS GENDER PROTOCOL

### Rationale for the Protocol

As a nurturing and caring school we want to fully support all our students. We aim to:

- Deal with trans matters inclusively using professional advice and guidance.
- See trans matters as an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale.
- Listen to the students and their parents/carers, and wherever possible follow their lead and preferences.
- Provide individual support to trans students.
- Provide CPD to staff to help them understand the issues around trans students.

Transitioning by a student can be compatible with our single-sex status because; 'A girl's school which permits a pupil who is undergoing gender reassignment to remain after they adopt a male gender role would not lose its single-sex status' (Department for Education, Mark 2012, 2Equality Act 2010: Advice for School Leaders, School Staff, Governing Bodies and Local Authorities", 2.2 'Single-Sex Schools').

### Section A – Guidance

#### A1. Definitions

There is a rich diversity of vocabulary related to trans matters. The following terms will be those commonly used:

**a. Transgender/Trans** – Umbrella terms used to describe people who identify as:

- Transgender
- Transsexual
- Transvestite
- Intersex
- Both male and female
- Neither male nor female
- Androgynous
- Gender-fluid
- Non-binary
- A third gender
- Or who have a gender identity which we do not yet have words to describe

In this document, the term trans is used to describe any person who would fit into the categories above.

**b. Transgender Person**

A person whose gender identity is different from the sex they were assigned at birth. Some transgender people will choose to transition socially and some will also take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

**c. Transsexual Person**

A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most transsexual people actively desire and complete gender re-assignment surgery.

**d. Sex and Gender**

**Biological sex** refers to chromosomal make up and, as such, would be used in reference to the physical anatomy of a person (for example, male, female or intersex).

**Gender** concerns your internal sense of self and how you choose to express yourself. Gender is considered by some to be a social construction in that children learn how to behave in a manner deemed to be in line with their biological sex.

Children and young people may question their gender identity for a range of reasons and this may not mean they are definitely trans or will go on to transition. The important thing is to validate the young person's identity as it is now and support any changes that may arise as they come to explore their gender identity further. For some people, it is not appropriate to think of gender identity as being totally female or totally male. They may consider their gender identity to be fluid, partially male and partially female or they may consider themselves to be ungendered.

Some people who consider their gender identity to be fluid may use the term 'GenderQueer' to describe themselves. They may also use gender neutral pronouns (for example, 'they' or 'zie') or prefer people to not use any pronouns to describe them.

**e. Gender identity and sexual orientation**

Gender identity concerns a person's internal sense of self (male, female, neither or both). This is completely different to sexual orientation which concerns who you are sexually attracted to, whether that is men, women, both or neither. Gender identity and sexual orientation are varied and complex and may change over time. Trans people, like cisgender (non-trans) people, can have a range of sexual orientations.

While gender identity and sexual orientation are very different, there is a relationship between transphobia and homophobia. Trans people often experience homophobic abuse and lesbian, gay and bisexual people will often experience discrimination based on their gender presentation.

**f. Transition**

Transition can mean different things to different people. Broadly speaking, most aspects of transition can be divided into 'social' or 'medical'. **Social transition** is choosing to live your life as your preferred gender. This could include:

- A name change
- A change in pronoun (he, she, they, zie etc.)
- Wearing clothes that are associated with their gender identity
- Use of toilets/changing rooms appropriate to their gender identity rather than biological sex.

**Medical transition** is the process by which a trans person takes steps to physically alter their body. This may include taking hormones and or having gender reassignment surgeries. Some trans young people will be hoping to undergo both social and medical aspects of transition while some will choose just the social aspects.

## **A2. The Legal Context**

Legislation that informs the participation of trans students in schools and colleges include the Human Rights Act 1998, Gender Recognition Act 2004 and the Equality Act 2010.

**a. The Human Rights Act 1998**

The following Articles from The Human Rights Act 1998 support the rights and needs of trans people to live their lives in their true gender:

- Article 8: right to respect for private life and family life
- Article 10: freedom of expression

- Article 14: the prohibition of discrimination

**b. The Gender Recognition Act 2004**

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that younger people may aspire to.

**c. Equality Act, 2010**

Under the Equality Act, 2010 schools must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The act refers to the following protected characteristics:

- Age (for staff only)
- Disability
- Gender reassignment
- Marriage and civil partnership (for staff only)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Equality Act provides protection from discrimination because of gender reassignment. This means that it is unlawful for schools to treat students less favourably because of their gender reassignment and that schools will have to factor in gender reassignment when considering their obligations under the new Equality Duty.

Gender reassignment is defined in the Equality Act as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes. This definition means that in order to be protected under the act, a student will not necessarily have to be undertaking a medical procedure to change their sex but must be taking steps to live in the opposite gender, or proposing to do so.

**Discrimination under the Equality Act 2010**

The legislation lays down that a school must not discriminate against a pupil because of their trans status. Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it can't be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no "unisex" options such as trousers for girls, and which would therefore create a particular difficulty for a trans student.

Unlike most of the protected characteristics, such as sex, race and religion, but like disability, this protection works in one direction only – not being transgendered is not a protected characteristic. Schools are therefore free to take special steps to meet the needs of trans students without being accused of discriminating against pupils who are not trans.

**There is no legal requirement, as there is for disability, to make “reasonable adjustments” for trans students**, but schools may take a similar approach to ensure that trans students are properly catered for, and some of the possible steps discussed in this document are described as “reasonable adjustments”. How this is done in practice may differ between schools as facilities and curriculums do vary, but should be worked towards, for the benefit of both school and students. In conclusion, by promoting equality we are meeting both our moral and legal obligations to the students in our care.

## **Section B - Protocol**

### **B1. Matters to be addressed**

#### **a. Toilet and changing room arrangements**

Currently we do not have unisex facilities with the exception of the toilet by Reception.

#### **b. Language**

Non binary language could be adopted in classes with trans students. For example ‘come on year 8, off to your lesson now’ or ‘come on everyone, time to get on with your learning’ or simply by using students names.

#### **c. Uniform**

A choice of uniform options could be provided – Inclusive practice would suggest that schools should list items allowed to be worn as school uniform without segregating these into uniform for boys and girls. This allows for regulated structure, but does not exclude on the basis of gender identity or religion.

#### **d. Staff awareness training**

CPD will be delivered regarding the understanding of trans issues and what to do when a student wants to transition in school.

#### **e. Student awareness training**

Just as staff will have training, this may also be provided to students.

#### **f. Absence from School**

Requests for absence due to treatment or support from external sources must be supported as they would for any other students according to the attendance and punctuality policy.

#### **g. Anti-Bullying Policy**

Transphobia and Transphobic bullying will be treated in the same way as other forms of bullying as outline in the anti-bullying policy.

#### **h. Sport and PE**

A young trans person has the same right to physical education and fitness as other young people, there should be no issues with participation in PE therefore. Changing room facilities will be looked at, as will participation in competitive sport. These will form part of the transition planning process between the Key Stage Leader, parents/carers and student.

#### **i. Changing Names and Exam Certificates**

If a trans student wishes to have their preferred name recognised on school systems, this needs supporting. Furthermore the change of name and associate gender identity should be

respected and accommodated in the school as part of the transition planning process between the Head of Year and parents/carers.

Students can be entered under any name with an exam board. However, once a result is accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the exam year. UPNs and ULNs are only linked with legal names (Legal name refers to the name in which a student arrives in education for the first time; this is often the name on their birth certificate), not preferred names. It is possible for exam certificates to be issued in the preferred name. DfE analysis of school performance may still present the student in the gender registered by their UPN.

It is possible for any document to be changed to reflect the chosen name of the student, but changing the gender record on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport it might be necessary for evidence of change of name to be produced: there are two main ways in which this can be done, by deed poll and by statutory declaration.

A person under 16 years cannot change their name legally without the consent of a parent.

**j. School Visits, Exchanges and Overnight Stays**

Consideration of any trans students should be made when planning and risk assessing for any school visit. Issues such as sleeping arrangements, border checks and controls which may include searches and laws regarding trans communities in countries considered for school visits. The International Lesbian and Gay Association (ILGA) have more information on their website about countries that pose a risk to trans individuals.

In relation to passports the passport office has a confidential service for people who are trans (0800 448 8484) and more advice can be found at <http://www.ukdps.co.uk/AdviceForTranssexuals.html>

**B2. Supporting Trans students**

Given the complexity of trans issues, an individual approach is very important. Whoever the trans student first discloses to, the Key Stage Leader should then work with the student on a plan to meet their needs. Parents/carers must be involved in this planning. The items in section B and Appendix A must be looked at in this planning process.

**Section C – References**

- Trans Inclusion Schools Toolkit – Supporting transgender and gender questioning children and young people in Brighton & Hove schools and colleges, Standards and achievements team, Brighton and Hove City Council and Allsorts Youth Project 2013.
- Cornwall Schools Transgender Guidance, 2012.
- Guidance on combating Transphobic bullying in schools, GRES 2008.
- Guidance for schools on responding to sexist, sexual and Transphobic bullying, DCSF 2009.

## Appendix A – Flow chart for supporting trans students

