



EQUAL OPPORTUNITIES & EQUITY POLICY



What is Equal Opportunities/Equity?

Equal opportunities means that each child is afforded equality of opportunity within the school in order that they may achieve their full potential. Each child and adult within the school community is valued equally as an individual.

The Aims of the Equal Opportunities/Equity Policy

Our school embodies in its daily life, work and worship the loving traditions of Christian values and faith. We aim to promote equal opportunities to encourage children to respect each other and to work harmoniously together in order that they are prepared to participate positively in a diverse society, now and in the future. We aim to offer equal access to a broad and balanced curriculum so that all pupils may achieve their full academic potential.

We believe children's sense of identity and self-respect is a fundamental aspect of their development. They have a right to health, individuality, dignity, opportunities for learning and socialisation with adults. All children must be free from discrimination and are actively encouraged to respect each other.

We believe all adults working in the school should be valued and respected as an individual.

The ethos of St John Baptist reflects these ideals and the curriculum promotes them.

Principles for the Teaching and Learning of Equal opportunities/Equity

As teachers we recognise the need for relevant and differentiated teaching where appropriate.

The delivered curriculum endeavours to reflect and meet the needs of all the children.

Strategies for the Teaching of Equal opportunities/Equity

To ensure that all children are gaining equal access to the curriculum and achieving according to their ability we plan, record and assess children's' achievement in learning accurately — this is reflected in our planning, record-keeping and assessment policy, which ensures consistency throughout the school.

The school's resources and displays reflect and promote our equal opportunities work in the curriculum and around the school.

Strategies for the Use of Resources

Each subject/curricular area co-ordinator/Leader is responsible for ensuring that equal opportunities issues are addressed when resources are ordered and used in school.



Appendices

The School's Statements on:

1. Parental//Carer/Community/Staff Involvement in Equal Opportunities

We value the involvement of parents/carers and visitors from the local community. We endeavour to inform children of the world and its cultures through the curriculum. As a staff we respect the agreed equal opportunities policy statement and are committed to its implementation. We will not accept discrimination of any form; written, verbal, emotional or physical, or any form of bullying or harassment. Ensuring that these positive ideas are promoted and implemented is the responsibility of all teaching support and non-teaching staff whether inside the classroom, around the school or in the playground.

2. Racism

We all value the children equally, giving them the same quality of care, educational opportunities and support. We are therefore opposed to racism which negates treating all children equally. Staff are aware that we have the responsibility to try and ensure that children do not develop unfavourable opinions or feeling towards other racial groups based on ignorance, lack of knowledge or thought.

- a) Pupil's and adult's names should be pronounced correctly and nicknames should not be used.
- b) Attention will be paid to spelling names correctly at all times.
- c) Literature at the school should include names from a wide variety of cultures.
- d) Racist language will not be tolerated.
- e) Racial stereotypes should never be used or allowed.
- f) Bilingualism is an asset and pupils are free to use the home language as and when they need to.
- g) Lack of fluency in speaking English language is not an indication of academic potential or lack of it.

Sexism

Sexism is a term used to describe discrimination based on gender. As a staff we believe that by countering sexism we are extending choices and opportunities for everyone and contributing towards a more just and humane society. The staff at St John Baptist actively promotes tolerance, understanding, respect and achievement which enables the school to function as an orderly community.

- 2.1. **“Bisexual”** is defined as a man or woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
- 2.2. **“Gay”** is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex and is usually used to



describe a man being attracted to another man. This is also known as being “homosexual”.

2.3. “**Lesbian**” is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex and is usually used to describe a woman who is romantically, sexually and/or emotionally attracted to another woman. This is also known as being “homosexual”.

2.4. “**Queer**” is an umbrella term for sexual and gender minorities that are not heterosexual or cisgender.

2.5. “**Trans***” is an umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.

2.6. “**Transgender**” is defined as an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth. An individual may choose to express their trans* identity through a number of means, such as the following:

- Behaviour
- Clothing
- Hairstyles
- Activities
- Voices
- Mannerisms

2.7. “**Transition**” is defined as the process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a ‘social transition’ whereby an individual begins to live with their preferred gender identity.

2.8. “**Coming out**” is the process through which an individual recognises that they are a member of the LGBTQ+ community and may disclose this as their identity to others.

2.9. “**Cisgender**” – an individual whose sense of personal identity and gender corresponds with their birth sex.



Background

Assumptions are not made about pupil's home circumstances or potential based on social class.

We recognise the need to monitor our equal opportunities policy to see if the children are achieving equally in our school.

Disability — other/abled

We are committed to giving access to the curriculum to all children regardless of disability. We will endeavour to increase access to the building for all adults and children with disability. In addition, we will offer support, providing suitable equipment and resources.

We will not tolerate:

- a) Physical attacks
- b) Racist intimidation
- c) Verbal abuse
- d) Racist, LGTBTQ+ or sexist jokes
- e) Refusal to co-operate
- f) Inclusion/exclusion in activities on racial/sexist grounds/LGBTQ+

Sanctions will be taken to combat issues as per school policy.



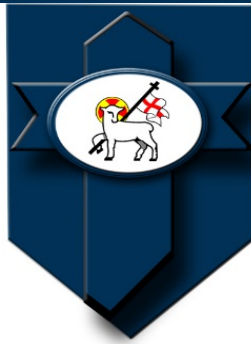
LGBTQ+ PUPIL SUPPORT

Statement of intent

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Statement of intent

All students in Wales are entitled to a full time education that is free from discrimination and harassment, regardless of their sexual orientation or gender identity. The learning environment in which our students engage in should be supportive, safe and welcoming to gender diversity. Equally, all staff are entitled to a safe and welcoming workplace in which they are not discriminated against or treated unfairly.

This policy has been created with an aim to consistently reduce stigmatisation, and improve the educational integration, of lesbian, gay, bisexual, transgender, queer, questioning, non-binary, intersex, asexual, allies and pansexual (LGBTQ+) individuals.

In all instances, the school will refer to transgender individuals as “trans*” to prevent any form of labelling that may be incorrect or insensitive.

The school is committed to valuing, respecting and understanding individuals’ differing sexual and gender identities, as well as providing continuous support.

This policy aims to:

- Create and foster a learning environment that is free from harassment and discrimination, regardless of sex, gender, identity, sexual orientation or gender expression.
- Promote healthy communication between educators, students and parents/carers to support the successful education, development and wellbeing of every student and member of staff.
- Adhere to relevant statutory legislation concerning bullying, harassment and discrimination.

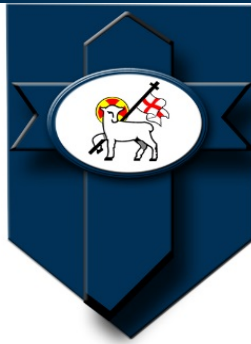
All staff, parents/carers and students will work together to eradicate any instances of discrimination, harassment or bullying, including any that relates to a person’s gender identity, in our school.

The school is dedicated to providing appropriate reasonable adjustments and tailored measures of support for any LGBTQ+ individual who should require it.

1 Legal framework

1.1.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2011

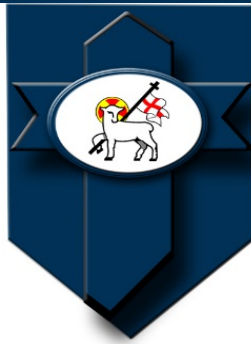


1.1.2 This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Positive Behaviour Policy
- Equality Policy
- Code of Conduct
- Educational Visits Policy
- Sex and Relationship Education Policy

2 Definitions

- 2.1 **Bisexual** – is defined as a man or woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
- 2.2 **Gay** – is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex and is usually used to describe a man being attracted to another man. This is also known as being **homosexual**.
- 2.3 **Lesbian** is defined as a person who is romantically, sexually and/or emotionally attracted to people of the same sex and is usually used to describe a woman who is romantically, sexually and/or emotionally attracted to another woman. This is also known as being **homosexual**.
- 2.4 **Queer** – is an umbrella term for sexual and gender minorities that are not heterosexual or cisgender.
- 2.5 **Trans*** is an umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.
- 2.6 **Transgender** – is defined as an individual whose gender expression or identity is different from that traditionally associated with the sex that they were assigned at birth. An individual may choose to express their trans* identity through a number of means, such as the following:
- Behaviour
 - Clothing
 - Hairstyles
 - Activities
 - Voices
 - Mannerisms
- 2.7 **Transition** – is defined as the process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a 'social transition' whereby an individual begins to live with their preferred gender identity.



2.8 **Coming out** - is the process through which an individual recognises that they are a member of the LGBTQ+ community and may disclose this as their identity to others.

2.9 **Cisgender** – an individual whose sense of personal identity and gender corresponds with their birth sex.

3 Roles and responsibilities

3.1 The school will be responsible for:

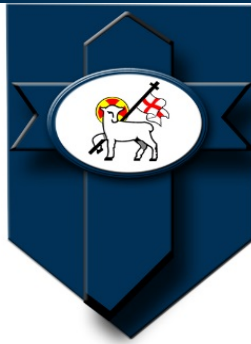
- Respecting all individuals' right to privacy and not disclosing a person's LGBTQ+ status without the individual's permissions at school to any other students, staff members or third parties.
- Developing a response for when a LGBTQ+ individual comes out, is outed, or experiences bullying.
- Ensuring that appropriate support is made available for LGBTQ+ individuals who require immediate interventions, parental assistance (where appropriate) and/or personal counselling, via the school counsellor.
- Providing appropriate advice and support to parents/carers.

3.2 The governing body will be responsible for:

- Evaluating and reviewing the success of support available to LGBTQ+ individuals.
- Evaluating and reviewing this policy, and ensuring it is non-discriminatory.
- Ensuring that other school expectations are met, eg acceptable uniform.
- The Inclusion governor will work with LGBTQ+ lead to evaluate and review systems.

3.3 The Headteacher will be responsible for:

- Keeping a record of any reported incidents and working to put measures in place that prevent these reoccurring. Ideally this should be done on Classcharts and logged on Sims.
- Ensuring that amendments are made to Classcharts and Sims to reflect individuals' preferred names. This can be done informally or formally with parental consent.
- Adopting secure controls on sensitive personal data, ensuring all data is accurate, secure and is processed fairly and lawfully.
- Ensuring that staff and students understand the individuals' preferred names and the correct pronouns to use.
- Meeting with the LGBTQ+ lead, where appropriate, to discuss the success of the support in place and any suggested changes that need to be considered by the school.
- Meeting with the LGBTQ+ lead, where appropriate, to discuss the outcomes of meetings with LGBTQ+ students and staff.



- Feedback to the governing body.
- Ensuring there are opportunities for staff CPD to develop their skills and knowledge of LGBTQ+ issues.

3.4 The LGBTQ+ lead will be responsible for:

- Holding meetings, where appropriate with parents/carers of LGBTQ+ students and discussing the success of support in place, including feeding this information back to the Headteacher.
- Holding meetings, where appropriate with LGBTQ+ members of staff to discuss the success of the support in place and feeding this information back to the Headteacher.
- Making any necessary and appropriate changes to the support available to ensure the happiness and development of the individual.
- Conducting training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge of LGBTQ+ issues.
- Support the Pastoral Teams in school to ensure the needs of LGBTQ+ students are met.
- Reviewing and amending this policy, considering new legislation and government guidance, and previously reported incidents to improve procedures
- Being a supportive and informative professional for LGBTQ+ students' families, to help them understand and help the students in question.
- Keep the Headteacher up to date with any suggested changes that need to be considered by the Senior Leadership Team and/or governing body.
- Conducting meetings with LGBTQ+ individuals as often as necessary, to ensure they feel happy and safe at the school.
- Providing LGBTQ+ individuals with information and guidance on where they can seek specialist advice and support.
- Ensuring staff are informed of LGBTQ+ students where appropriate so that correct pronouns can be used as well as support provided to staff where requested.

3.5 The DSL will be responsible for:

- Ensuring staff understand how to react to instances of prejudice-related bullying.
- Reviewing the relevant school policies and procedures to ensure they cater for the individual needs of LGBTQ+ individuals, eg changing rooms.

3.6 The wellbeing LGBTQ+ trained member will be responsible for:

- Conducting meetings with LGBTQ+ individuals as often as necessary, to ensure they feel happy and safe at the school.



- Providing LGBTQ+ individuals with information and guidance on where they can seek specialist advice and support.
- Ensuring all staff understand the mental health difficulties that LGBTQ+ individuals may face.
- Liaising with staff, the learning managers and the LGBTQ+ lead to establish support mechanisms to help LGBTQ+ individuals cope with day to day school life.
- Signpost students to mental health support when required.

3.7 LGBTQ+ Ambassadors will be responsible for:

- Providing additional support for students who may want to access help/guidance.
- To wear LGBTQ+ Ambassador badge to ensure they are identifiable to staff and students.
- To attend any training sessions were appropriate.
- Helping to support the LGBTQ+ student group Prism.

3.8 All staff will be responsible for:

- Being alert to possible harassment of students and staff, both inside and outside of the school, and dealing with incidents of harassment/discrimination as the highest priority.
- Ensuring they meet unique needs of LGBTQ+ students and colleagues and assess any measures put in place on a case by case basis.
- Conducting themselves in a way to ensure LGBTQ+ individuals feel safe and comfortable at school, eg ensuring they use the correct pronouns.
- Teaching students about diversity and difference and explaining that it is good to be understanding of others.

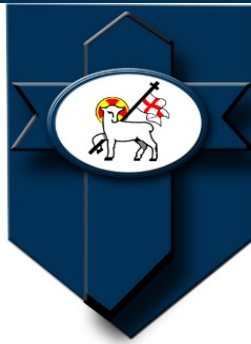
3.9 Students will be responsible for:

- Treating their peers and teachers with respect.
- Reporting any prejudicial incidents to a responsible adult.
- Adopting an understanding and open minded attitude to difference.

4 Key person

4.1 A Key person is a trusted member of staff who will provide individual support to an LGBTQ+ student. In most cases this will be the LGBTQ+ lead/safeguarding officer/learning manager/form tutor but can be any member of staff who has received the disclosure from the pupil.

4.2 If an individual 'comes out' in a one to one situation with a staff member, the staff member will establish if they are the key person and support them in informing their learning manager and the LGBTQ+ lead.

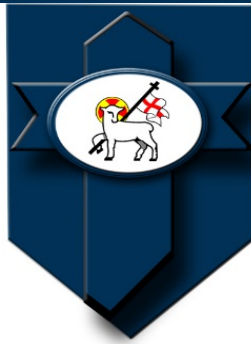


- 4.3 For LGBTQ+ students, the key person will help the student to access support available and involve the wellbeing team and the LGBTQ+ lead and their parents/carers where appropriate (this should always be done by the learning manager).
- 4.4 The key person will discuss with the LGBTQ+ individual the following (or support them in speaking with the LGBTQ+ lead/wellbeing team member/safeguarding lead/learning manager:
- Whether the individual has witnessed others talking about being LGBTQ+ including positive, negative or neutral messages.
 - How the individual feels about their sexual identity.
 - The individual's level of acceptance about their LGBTQ+ identity, exploring their concerns, thoughts and offering reassurance.
 - What support the individual has available, including any other LGBTQ+ people.
 - Ways in which the individual can be supported by the school and externally, if necessary.
- 4.5 All staff involved will ensure meetings are confidential; however, where an individual's safety is at risk, the relevant people will be informed, eg the Child Protection Officer and/or designated Safeguarding lead.
- 4.6 Once support is in place, the key person will meet with the individual on an agreed basis to discuss the effectiveness of the support and any further support that is required. Feedback will be provided to the LGBTQ+ lead, learning manager and their parents/carers where necessary. This must be done with the consent of the student but that we would ideally support the student to reach a point where parents/carers are informed.
- 4.7 Victims of prejudice-related bullying will be offered a referral to the school counsellor or wellbeing team as appropriate to access support. The incident will also be reported to the learning manager so that appropriate follow up can be actioned with all students involved and develop any support plans for the affected student, in line with the Behaviour for Learning and Anti-bullying Policies.

5 Appropriate measures

Absence

- 5.1 The school will make reasonable adjustments to accommodate absence requests for treatment and support of trans* individuals by external sources.
- 5.2 All absences will be recorded accurately and sensitively to protect the individual's privacy.



Prejudice-related bullying

- 5.3 Any incidents that occur will be reported and recorded in the Anti-bullying Policy.
- 5.4 Teaching of gender identities, sexualities and the LGBTQ+ community will be incorporated into PSHE lessons, age appropriate RSE and designated school assemblies to promote an accepting, understanding attitude and prevent prejudice-related incidents. Teaching will also be included elsewhere in the curriculum where possible, to ensure a whole school approach.

The school will limit the number of single gender activities unless completely necessary, such as during some PE lessons.

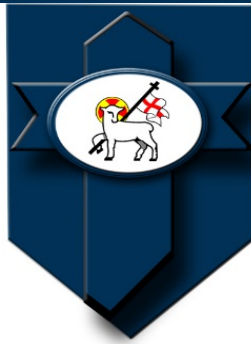
Where possible, LGBTQ+ students will be supported to attend the class that represents their preferred gender identity.

Terminology and language

- 5.5 Students will be educated on inappropriate language and name calling and instances of such will not be tolerated.
- 5.6 Staff members will be given training regarding LGBTQ+ friendly language and discrimination will never be tolerated.
- 5.7 Students and staff will be encouraged to be sensitive if enquiring about an individuals' sexually, sexual orientation or gender identity where appropriate.
- 5.8 The school will establish which pronouns and terms each LGBTQ+ individual would prefer and any terms or pronouns that makes them uncomfortable.
- 5.9 If any member of the school experiences difficulty in adjusting to a change of terminology, appropriate training will be arranged, and they will be encouraged to use terms that the individual is comfortable with.
- 5.10 A list of LGBTQ+ and friendly terms can be found in Appendix 1.

Staff training

- 5.11 All members of staff will have access to training, which will:
- Ensure all staff are aware of and comply with current legislation and government recommendations
 - Ensure all staff are aware of their responsibilities and how they can support LGBTQ+ individuals.
 - Provide support for teachers incorporating gender identity into the curriculum.



- Ensure that the school is aware of and celebrates a variety of LGBTQ+ awareness days, eg LGBTQ+ History Month.
- Provide support for teachers responsible for managing any discrimination towards gender identity or sexual orientation.
- Provide up to date information on terms, concepts and current understandings of gender identity, gender expression, gender diversity and sexual orientation, including in children.
- Develop appropriate strategies for communication between parents/carers, staff members and students about any issues related to gender identity, gender expression and sexual orientation.

Sports and PE

- 5.11 LGBTQ+ students will be supported to engage in PE and sports in a manner consistent with their preferred identity.
- 5.12 The school will carefully manage all PE lessons to prevent any discomfort or discrimination.
- 5.13 The school will assess the appropriateness of full contact sports prior to the delivery of the lesson.

Use of toilets, changing rooms and general school environment

- 5.14 The school will ensure that trans* individuals are able to access the toilet and an alternative changing facility.
- 5.15 The school will ensure that there are gender neutral toilets and alternative changing facilities available on site that are accessible for all members of the school should they wish to use them.
- 5.16 Students who are undergoing a transition will be made aware of their new toilet facilities by their key person to ensure they are familiar with their surroundings.
- 5.17 Any student who faces discomfort using a shared changing space will be provided with a safe and non-stigmatised alternative.
- 5.18 There will be designated opportunities within the school where LGBTQ+ individuals can discuss their issues of gender and sexuality without fear of discrimination. The key person will be responsible for informing the individual as to where this support can be accessed.

School uniform and regulations

- 5.19 All students have the right to dress in accordance with their preferred gender identity within the constraints of school expectations.



Students will be encouraged to co-ordinate their PE kit in accordance with their preferred gender identity, where possible.

School trips, exchanges and overnight stays

- 5.20 The school will prepare relevant risk assessments prior to any trip. Identified risks to health or wellbeing will be discussed with the LGBTQ+ student, visit leader, LGBTQ+ lead and educational visitor co-ordinator (EVC) to establish any necessary measures or adjustments to accommodate for the student's needs. Parents/carers will also be invited to join discussions if appropriate.
- 5.21 The school will communicate with the LGBTQ+ students to assign a key person from the staff team on the visit where required. If the student wishes they will meet with them prior to the trip to address any concerns they may have. The LGBTQ+ lead can provide training and support to the staff team prior to the visit and support any meetings that take place.
- 5.22 The school will assess the toilet and washing facilities available on a case by case basis to accommodate for trans* students' needs.
- 5.23 Before any trip, staff will establish with students their expectations concerning how students support, treat and include each other.
- 5.24 The school will ensure that any kit lists will be gender neutral.
- 5.25 The school will discuss participation in physical activities with LGBTQ+ students prior to a trip. Parents/carers will also be involved to join discussions where appropriate. If the student cannot or does not want to participate, the school will make alternative arrangements were possible.
- 5.26 The following steps will be taken prior to residential trips:
- The school will consider the general hygiene needs to trans* students, including washing and reusing binders.
 - Sleeping arrangements will be established by trans* students, the visit leader, learning manager, LGBTQ+ lead, EVC and designated safeguarding lead with all parents/carers directly involved, being consulted in advance of the trip. Wherever possible, the school will duly consider the implications of trans student choice of sleeping arrangements on a case by case basis, ensuring that decisions are made equitably and fairly, taking account of the views of all students involved. In the event where students may not feel comfortable doing this, or where this is not possible, the school will provide alternative sleeping and living arrangements.
- 5.27 The following steps will be taken prior to trips abroad:



- The school is aware that some countries have differing laws and attitudes towards the LGBTQ+ community. If an LGBTQ+ student is required to travel abroad, a full risk assessment and investigation will be carried to accommodate their needs
- The EVC will contact any relevant border control or agency to ensure the accuracy of risk assessments and school policies.
- As passports will be required for travel abroad, the school will work with the family to ensure that trans* students are provided with any relevant preparation or support.
- Where the movement of medication, including steroids or hormone blockers, across different countries, parents/carers will ensure a medical certificate is provided.

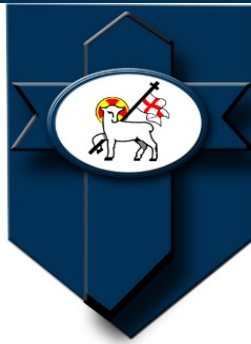
Changing names and gender on documents

- 5.28 The school cannot change the name or gender of an individual on any official documents, eg payslips or exam papers, until legal confirmation of the change has been provided to the school.
- 5.29 On unofficial documents, eg registers, the school will use individuals' preferred names with parents/carers consent.
- 5.30 Upon receipt of legal confirmation, eg a deed poll documentation, the school will change the name of a trans* individual on official school documents.
- 5.31 The LGBTQ+ lead or key person will hold a discussion with the trans* individual as to how they would like to notify others about their preferred name and gender. This will be communicated by staff by the Equality Lead, LGBTQ+ lead or learning manager.
- 5.32 At no point will any member of staff disclose information regarding an LGBTQ+ person's gender identity, gender expression or sexuality, unless instructed to do so by the individual, or in the interest of their safety/safeguarding.

The school will do everything it can to ensure LGBTQ+ individuals feel safe and welcome at the school.

Local community

- 5.33 The school has identified local LGBTQ+ groups and will engage with these to ensure information is available to LGBTQ+ individuals.
- 5.34 The school recognises the need for support out of the school environment and will encourage every LGBTQ+ individual to become involved in an LGBTQ+ group/support network.



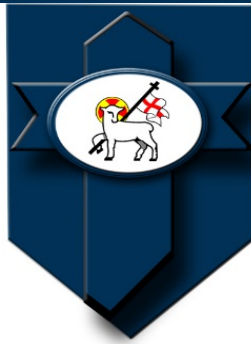
- 5.35 The details of the LGBTQ+ groups/support networks will be shared with the learning manager and LGBTQ+ lead.

Changing schools

- 5.36 The school will employ effective communication when an LGBTQ+ student is changing schools.
- 5.37 The LGBTQ+ student will be referred to the new school's support team to ensure their wishes are accommodated for, and they can raise any concerns.
- 5.38 The school will ensure that the new school works closely with the LGBTQ+ student and their family to establish and implement their wishes around confidentiality and adjustments.

6 Transition Plans

- 6.1 When a trans* individual discloses that they wish to attend the school in their preferred gender identity, the school will put a transition plan in place to support the individual.
- 6.2 For students, the transition plan will be created by the learning manager, LGBTQ+ lead and /or wellbeing team using both the checklist in Appendix 2 and student profile in Appendix 3, in conjunction with the student and their parents/carers. If preferred, the student may request that their parents/carers are not involved, at which point the school will carefully consider the students wishes against the legal duty of care in relation to safeguarding.
- 6.3 The school will seek support from external, professional advisors when devising the transition plan, if necessary.
- 6.4 Students' transition plans will include the following items:
- Procedures for each stage of the student's transition, including a flexible time frame for each aspect of transition and the support required, to ensure they are happy with the school environment.
 - How the student wants their transition to be communicated to the school community – particular consideration will be given to preventing transphobic bullying and ensuring a positive culture is created.
 - The date of the transition as identified by the student – this is the first day of the gender presentation, pronoun usage and name.
 - The student's wishes for use of toilet and changing facilities.
 - The processes that will ensure the student's preferred pronoun and name will be in place on required documents on the date of their transition.
 - Any arrangements for additional staff and student training.
 - If relevant, how the school uniform expectations be adhering to.

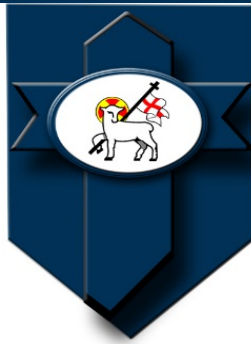


- Regular check ins, following an agreed frequency, with a key person to ensure the transition is happening as planned.

- 6.5 The learning manager, LGBTQ+ lead and /or wellbeing team will send out completed student profiles to the students' teaching staff and tutor and added to the server for all staff to have access. Classcharts and Sims will also be updated to signify that a profile is available for the student for staff to access.
- 6.6 Student profiles will be reviewed by the learning manager, LGBTQ+ lead and/or the key person, with the students at least once per half term. Any updates and amendments will be sent out to teaching staff, tutor and learning manager and an updated profile will be added to the server.

7 Prejudicial bullying

- 7.1 Transphobia refers to an irrational fear, hatred or abuse of trans* individuals which is based on actual or perceived gender identity. Any individual who is described as being transphobic may deliberately and directly harass or disrespect someone who is trans* eg by purposely using the incorrect pronoun. Transphobic incidents are often emotionally harmful and must be dealt with as seriously as other bullying incidents. All transphobic incidents should be centred on supporting the victim and managing any future transphobic behaviour.
- 7.2 Homophobia refers to an irrational fear, hatred or abuse of an LGBTQ+ individual. Similar to transphobic bullying, homophobic bullying involves another individual who may deliberately and directly harass or disrespect someone who is an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
- 7.3 Biphobia refers to an irrational fear, hatred or abuse of an individual who identifies as bisexual. Bisexual people may face stigmatisation and invalidation in the forms of bullying from both heterosexual and homosexual people. Biphobia is often based on an actual or perceived sexual orientation. The biphobia sentiment can often be that bisexual individuals are confused or going through a phase.
- 7.4 The school will not tolerate prejudice related bullying of any description.
- 7.5 Bullying someone based on their perceived or actual sexual or emotional identity, gender, behaviours or preferences is discriminatory and will be handled in accordance with the school's Anti-Bullying Policy and Behaviour for Learning Policy for students.
- 7.6 In accordance with the Behaviour for Learning Policy and student code of conduct, staff have the power to discipline students beyond the school day and



school premises when taking part in any school organised or school related activity travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school.

- 7.7 The school recognises that those who are victims of prejudice related bullying may not identify as an LGBTQ+ individual.
- 7.8 Students and staff will understand that prejudicial language will not be tolerated inside or outside of the school.
- 7.9 Students may report their concerns to any member of the pastoral team, if they feel that they are or someone else is being bullied because of their gender, gender expression, gender identity or sexual orientation. This can be done directly via a trusted member of staff or via a parent/carer.
- 7.10 Should an incident occur the perpetrator will be informed that this behaviour will not be tolerated, restorative work will be completed with the student by the pastoral team and/or learning manager and LGBTQ+ lead and the student will be encouraged to reflect on the way their behaviour affects others.
- 7.11 Allegations against staff will be dealt with in accordance with the Disciplinary and Dismissal Procedures and Complaints against members of staff Policy.
- 7.12 If a student persists with prejudicial bullying in a classroom or around school, the classroom teacher or relevant staff involved will remove the student and discuss the behaviour in further detail with the curriculum leader and learning manager who will decide which sanctions are necessary and may consider inviting the student's parents/carers to discuss the matter. External support may also be used to provide one to one restorative work to develop the student's awareness and understanding of prejudicial bullying and hate crimes.
- 7.13 The learning manager will hold a meeting with the victim to discuss any support they feel appropriate. If necessary, external support will be sought and with permission of the victim, their parents/carers will be contacted.
- 7.14 The learning manager will ask if the victim would like any support to be involved, eg a key person. Sensitivity will be given to whether the victim has disclosed their LGBTQ+ status.
- 7.15 A restorative meeting will be offered between the victim and the perpetrator and their key person may be invited to offer support where appropriate.
- 7.16 Feedback will be provided to the learning manager regarding the outcomes of the meeting if it takes place when a key person and the LGBTQ+ individual.
- 7.17 All incidents will be formally recorded by the classroom teacher or relevant staff on Sims, My Concern and Classcharts and also by learning manager –records will be kept in accordance with the Data Protection Policy and the Police are informed



and the headteacher will decide whether it is appropriate that an incident of Hate Crime is completed and submitted to the Local Authority.

8 Communicating with stakeholders

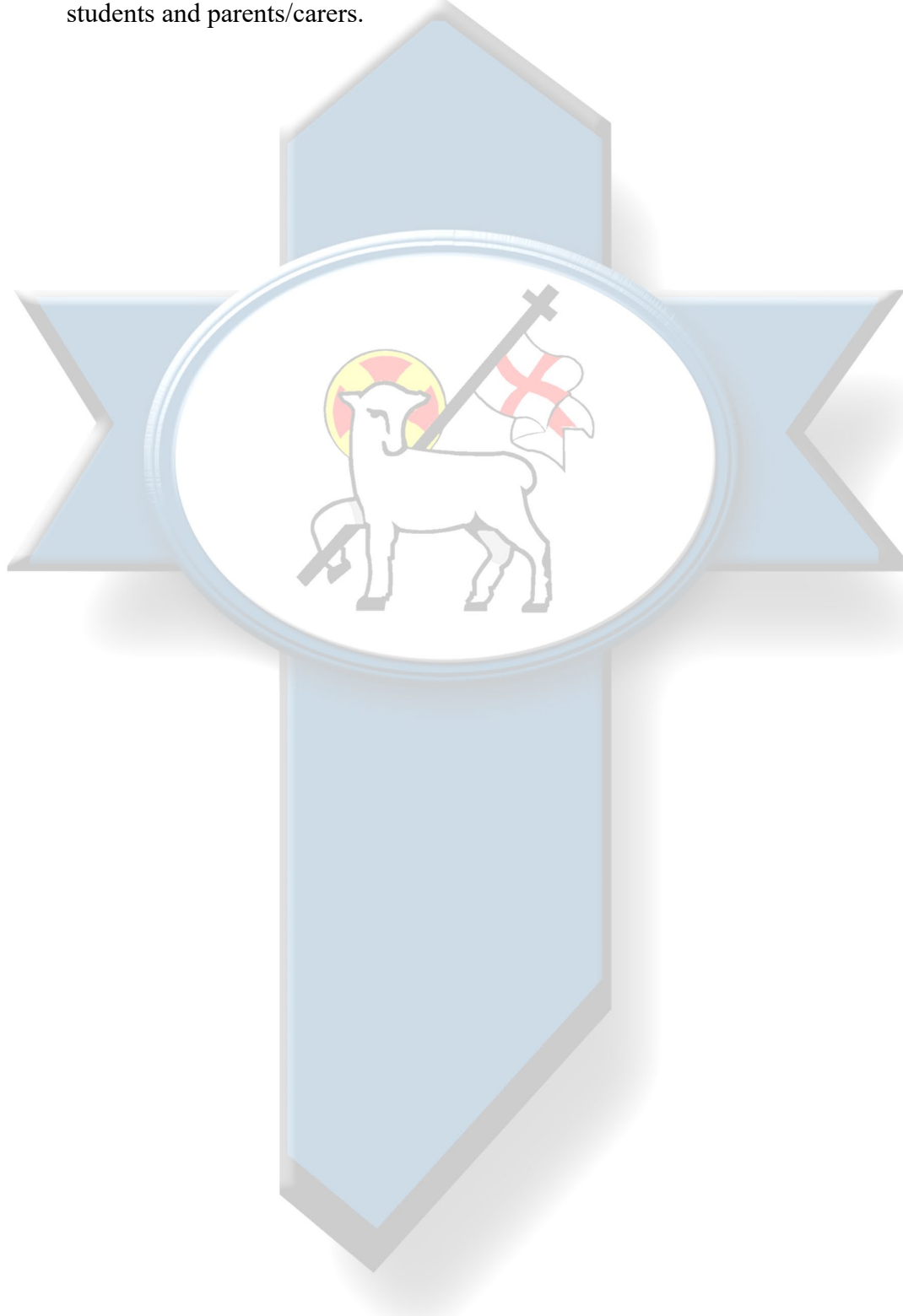
- 8.1 The school will regularly communicate any changes to policies and procedures to the school's stakeholders, eg parents/carers and staff to ensure that they are fully aware of the systems in place to prevent prejudicial bullying.
- 8.2 The school will ensure that parents/carers are aware of and know how to identify, the signs of bullying and understand their responsibility to stop their child bullying others, should this occur.
- 8.3 Parents/carers will be informed of the procedure to follow if they wish to raise a concern with the school as well as the procedures for issuing complaints in line with the school's Complaints Policy.
- 8.4 The school will endeavour to ensure that all parents/carers feel actively involved in school life through regular school to home communication and participation in decision making
- 8.5 The school will ensure parents/carers are aware of how they can seek additional support and information if their child is an LGBTQ+ student through contacting the school.
- 8.6 Members of staff will be consulted on school policies to ensure policies are non-discriminatory and cater for all peoples' needs.
- 8.7 Members of staff will be informed of any changes to school policies that have an implication on LGBTQ+ issues.
- 8.8 Members of staff will be consulted on the planning of events and trips to insure they are LGBTQ+ inclusive.
- 8.9 Where appropriate, the school will consult LGBTQ+ members of staff in regard to planning LGBTQ+ lessons into the curriculum including the correct terminology.

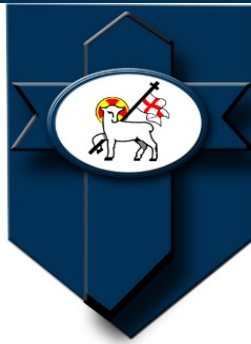
9 Monitoring and review

- 9.1 This policy will be reviewed annually or sooner if required by the LGBTQ+ lead and appropriately qualified staff.
- 9.2 When reviewing this policy, the LGBTQ+ lead and appropriately qualified staff will consider any incidents and the effectiveness of the procedures currently in place as well as any recent government or societal changes.



- 9.3 Any changes made to this policy will be communicated to all members of staff, students and parents/carers.



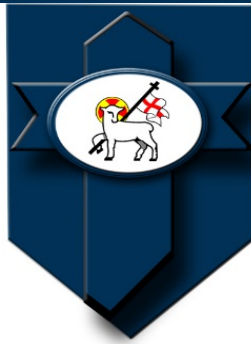


Glossary of Terms

Term	Definition
Ally	A person who considers themselves a friend of LGBTQ+ community.
Asexual	The lack of sexual attraction to anyone, or low or absent interest in sexual activity – also known as non-sexuality.
Agender	People who identify as having no gender or being without a gender identity.
Assigned sex	The sex that an individual is assigned at birth.
Bigender	A gender identity where the person moves between feminine and masculine gender activities and behaviours, often depending on the situation that they are in. Some bigender individuals express two distinct female and male personas, feminine and masculine respectively; while others find that they identify as two genders simultaneously.
Biphobia	Is the irrational fear, hatred or abuse of an individual who identifies as bisexual. Bisexual people can face bullying from both heterosexual and homosexual people. Biphobia is often based on an actual or perceived sexual orientation. The biphobia sentiment can often be that bisexual individuals are confused or going through a phase.
Bisexual	A man or a woman who is romantically, sexually and/or emotionally attracted to people of both sexes.
To 'come out'	The process through which an individual recognises that they are a member of the LGBTQ+ community and may disclose this as their identity to others.
Cisgender	An individual whose sense of personal identity and gender corresponds with their birth sex.
FTM/F2M/trans* man/transsexual man	An individual who was assigned female at birth but whose identity is male.
FAAB	Female assigned at birth
Gay	A person who is romantically, sexually and/or emotionally attracted to people of the same sex, and is usually used to describe



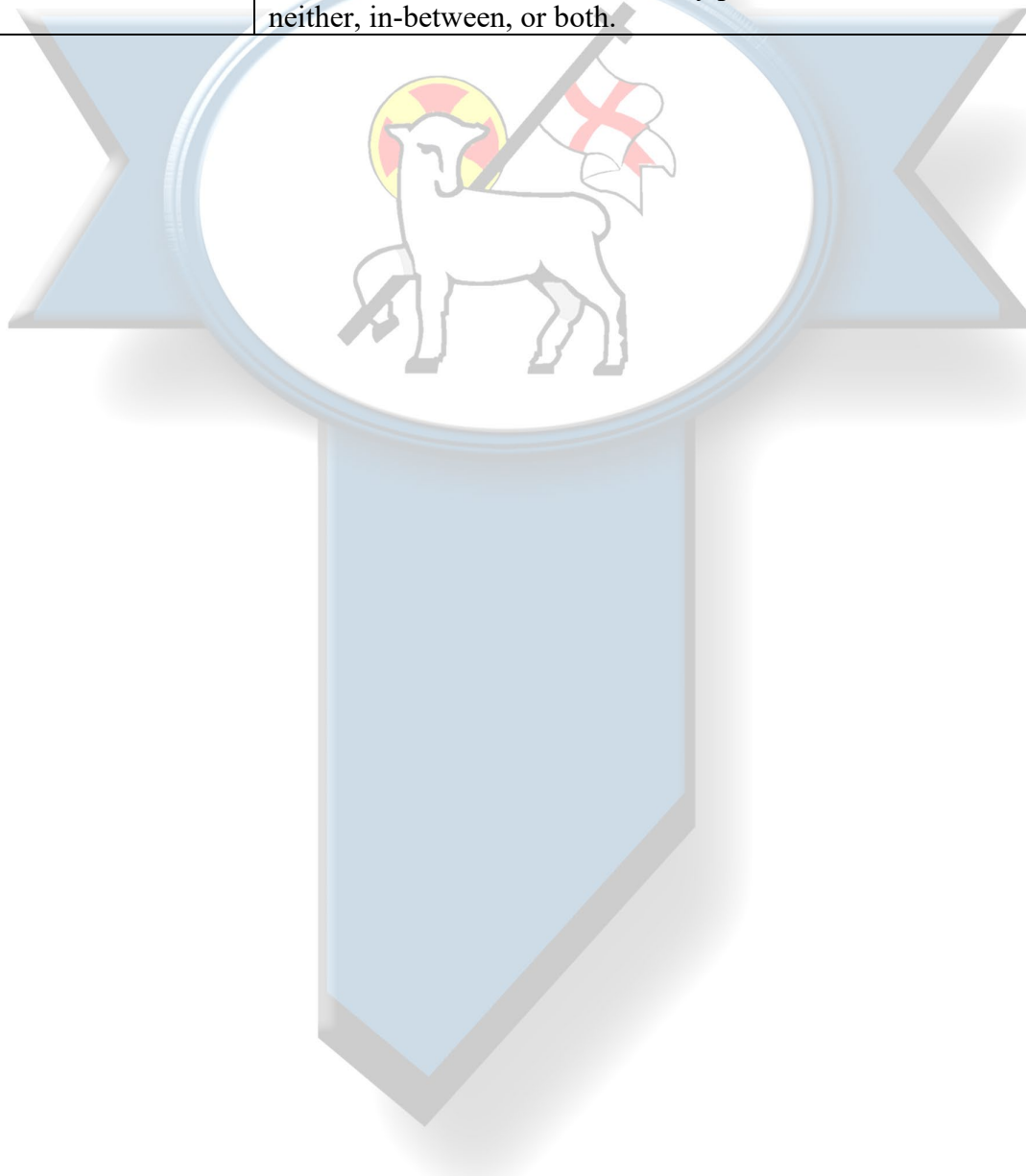
	a man being attracted to another man – this is known as being homosexual.
Genderqueer	A person who identifies their gender identity as being neither female or male, a combination of female and male, or is between or beyond genders.
Gender dysphoria	A medical term to describe the social/mental/physical difficulties that most trans* people experience.
Gender expression	The way in which a person expresses their gender to others through behaviour, clothing, hairstyles, mannerisms, etc.
Gender fluid	The way in which a gender identity changes over time. An individual who is gender fluid may switch between male, female, gender neutral, or any other non-binary identity, or a combination of more than one.
Gender identity	A person's internal feeling of being male or female, regardless of the sex listed on their birth certificate.
Gender Recognition Certificate	A certificate issued to an individual who requests to have their preferred gender recognised – these can only be issued when a person is 18 years and older.
GIC	Gender identity clinic.
GIDS	Gender Identity Development Service.
Gender variant	Behaviours or gender expression that does not match masculine or feminine gender norms.
Homophobia	An irrational fear, hatred or abuse of an LGBTQ+ individual. Homophobic bullying is often based on an actual or perceived sexual orientation.
Intersex	An umbrella term for when an individual is born with a reproductive or sexual anatomy that does not conform to those of a male or female.
Lesbian	A woman who is romantically, sexually and/or emotionally attracted to another woman – this is also known as homosexual.
LGBTQ+	An acronym to describe lesbian, gay, bisexual, transsexual, queer, questioning, intersex, asexual, allies, and pansexual individuals.



MTF/M2F/trans* woman/transsexual woman	An individual who was assigned male at birth but whose identity is female.
MAAB	Male assigned at birth.
Non-binary	An individual who does not conform to the societal norms of female and male.
Pangender	People who feel they identify as all genders. This term overlaps somewhat the term “gender queer”, which is an umbrella term for gender identities that are exclusively masculine or feminine.
Pansexual	Otherwise known as omnisexuality, refers to sexual attraction, romantic love or emotional attraction towards people of any sex or gender identity.
Preferred gender	An individual’s internal gender identity, not considering the sex assigned to them at birth.
Queer	An umbrella term for sexual and gender minorities that are not heterosexual or cisgender.
Questioning	The questioning of one’s gender, sexual identity, sexual orientation, or all three.
Sexual orientation	A common pattern of emotional, romantic and/or sexual attractions to men, women both or neither.
Stealth	A transgender individual who lives as their transgender identity but who sees not to reveal their transgender status.
To ‘gender’	To assign a gender to an individual based on their behaviour and appearance.
To ‘misgender’	To assign a gender to an individual based on the gender they were assigned at birth rather than their identity gender.
To ‘transition’	The process during which a person transitions from one gender to their preferred gender. This does not always involve a medical procedure, but a ‘social transition’ whereby an individual begins to live with their preferred gender identity.
Trans*	An umbrella term that refers to all identities within the gender identity spectrum other than cisgender men and cisgender women.



Transgender	An inclusive term describing individuals whose gender identity, or gender expression, is different from the sex assigned to them at birth.
Transphobia	An irritation fear, hatred or abuse of trans* individuals, which is based on actual or perceived gender identity.
Transsexual	Somebody who has medically transitioned.
True gender identity	An individual's preferred gender, irrespective of the sex assigned to them at birth. An individual may prefer to be a male, female, neither, in-between, or both.





Checklist for Pastoral Teams for supporting a Trans student

- Whilst this is a suggested list of support to offer, each young person should be considered based on their individual need an/or circumstances.
- Please allow the young person to feel in control of their transition and to lead their transition at their own speed.
- Agree timescales as you go but remember to keep these flexible and allow for changes where needed.
- For further advice, please speak to RH, LT, TT & HT.
- Liaise with LA for further advice, eg safeguarding.
- Identify a trusted member of staff to be a key person.
- What preferred name is to be used on Classcharts (parents/carers will be able to see this) NB, legal name can only be updated with a deed poll; exam entries and certificates will remain in the students' legal name.
- Which pronouns are to be used.
- Update photo on Classcharts if required (ML/CL).
- Discuss with the student whether they would like to change their published photo permissions.
- Learning Manager to update paper files, printed tutor group lists and photo lists.
- Does their family know? Discuss how to manage this if not, ask if they can make contact with family if they do. A meeting with family may or may not be needed.
- Inform form tutor and class teachers; ask students if they wish to provide a message for you to share with staff.
- Staff Briefing announcement with pupil consent.
- Contact main office to make sure all correspondence that goes home is correctly named and gendered.
- Ask ICT technician to reissue logins for computers, email and school lunch system.
- Discuss how they would like their peers to be informed or indeed if they wish for their peers to be told by school.
- Identify a trusted member of staff in PE/Curriculum Leader of PE to put in place support for changing.
- Inform young person as to where All Gender toilets are (Languages/RE/Maths corridor)
- Assess if further monitoring or wellbeing is required to support transition in school.
- Inform gender office/first aiders if the student is on hormone blockers and make first aid room available if needed to cope with side effects.



STUDENT PROFILE

Preferred Name.....

Name as appears.....

Gender identity.....

Pronouns:.....

DOB:.....

Tutor Group.....

Key person.....

Interventions/support currently in place:

Student Voice:

I feel supported when...

The best teachers help me by...

I want you to know...

When dealing with homophobic/transphobic/biphobic incidents in class/around school, I would prefer...

About.....

Strategies that work well in supporting this student:

Communication with parents/carers: