

This policy was reviewed in: May 2025
This policy is due to be reviewed in: May 2026

This policy applies to the whole school including EYFS

Summary of Changes to the Policy – May 2025:

P4- Intro- Added policies and handbooks which can be read in conjunction with this policy.

P4- We have added in a sentence referencing KCSIE- 'providing a secure environment...'

P5/6- We have included volunteer responsibilities as well as student responsibilities.

P6- Legal Framework- we have included specific examples under each definition.

Contents

Introduction	3
Statement of School aims and objectives	3
Responsibility	4
The School Governors	4
The Headmistress	4
All Staff	4
Breaches of the Policy	5
The Legal Framework	5
Implementation	5
Training and Development	5
Inclusion within the Academic life of the School	6
The Department	6
Pastoral Care - Form Tutors and Heads of Year	7
The Whole School Community	7
Links with the wider community	8
Infringements - Procedures	8
Students	8
Staff	8
Appendix One - Anti-Racism Policy as part of Equal Opportunities	9
Anti-racism Definitions	9
Principles for response	10
Dealing with incidents	10
Head of Pre-Prep/Head of Prep/Head of Year/Assistant Head/Deputy Heads/ Headmistress	11
Recording the incident	11
The Broader School Community	11
Prevention and Education	11
Monitoring and Recording	12
The Curriculum	12
Appendix Two - Gender Identity Student Protocol	13

Key Definitions	13
Student Support	13
Confidentiality	14
Particular Considerations.....	14
Changing Facilities and Toilets	14
Trips	14
Appendix Three - Code of Conduct for School Communities	15

Introduction

Statement of School aims and objectives

All School policies and handbooks will take note of the relevant aspects of equal opportunities. Those of particular relevance are:

- Accessibility Policy and Three Year Plan
- Admissions Policy
- Anti-Bullying Policy
- Curriculum Policy
- Employment Manual
- Recruitment Policy
- Rewards, Behaviour and Sanctions Policy
- SEND and EAL Policy
- SMSC, Collective Worship and Assemblies Policy

The School is committed to a policy of inclusion that sees the diverse population of its staff and students as one of its greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School's activities. This policy applies equally to staff, students, parents and visitors to the School and aims to ensure that no-one is treated less favourably on grounds of gender, race, colour, ethnic or national origin, marital status, age, sexual orientation, gender identity, disability, pregnancy, maternity, religious belief or any other relevant factor. The School adopts a zero-tolerance policy in relation to discrimination on the basis of any protected characteristic.

Any behaviour, comments or attitudes (including "banter") that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels they are a valued member of the School community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

We aim to empower our students to make informed choices so that they are better prepared for the opportunities, responsibilities and experiences of life within their community. Inclusion cannot be realised without the involvement and commitment of all members of the School community.

This School believes that:

- All people are of equal value and should receive equal treatment and opportunities.
- Equal treatment does not necessarily mean the same treatment. Doctors who treat all their patients equally do not prescribe for all of them the same medicine (adapted from a Runnymede Trust leaflet and the Swann report 1985).
- Equity needs to take into account systemic inequalities to ensure all in the Pipers' community have access to the same opportunities and outcomes.

This School is committed to promoting and developing inclusion and equality of opportunity in all its functions and will seek to do this by:

- Providing a secure environment in which all students can thrive and achieve all of the outcomes of Keeping Children Safe in Education.
- Identifying and removing obstacles to equal opportunities in complying with the relevant legislation (Equality Act 2010)
- Reinforcing the School's position as a provider of high-quality education and as a good employer providing development opportunities
- Ensuring that equality remains high on the School's strategic agenda, communicating its commitment to equality and diversity to all members of its community
- Developing an appreciative and sensitive awareness of cultural diversity, gender equality and people with special needs or gifts

- Creating in the whole School community a climate in which diversity (in race, gender, linguistic background, disability, religion, age and sexual orientation, gender identity) is perceived as an enrichment so that individuality is prized, and mutual respect is fostered
- Ensure that there is no discrimination with regard to the Equality Act 2010 protected characteristics
- Ensuring all staff are aware of their responsibilities
- Providing training opportunities and developing evaluation mechanisms
- Demonstrating a zero-tolerance attitude towards discrimination by taking all allegations seriously
- Consulting with trade unions, interested groups and individuals, internal and external, to ensure we are learning from best practice
- Ensuring all staff work together with a shared sense of purpose to meet the needs of every student
- Ensuring that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals
- Ensuring that all students and staff are encouraged and able to achieve their full potential

Responsibility

The Governors and Senior Leadership Team have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School. However, each member of the School community is responsible for preventing discrimination, embracing diversity and upholding equality of opportunity.

The School Governors

It is the School Governors' responsibility to:

- role model inclusive behaviour and practice
- ensure that the School complies with equality legislation in all of its key policies
- ensure that the School's policy and procedures are monitored for effectiveness
- to be involved in dealing with serious breaches of the policy

The Headmistress

The Headmistress has responsibility to:

- ensure implementation of this policy and its procedures
- ensure that all staff are sufficiently aware and trained within equality & diversity
- actively challenge and take appropriate action in any cases of discriminatory practice
- have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment
- ensure that all visitors and contractors are aware of, and comply with this policy

All Staff and Volunteers

It is the responsibility of all staff and volunteers to:

- positively role-model inclusive behaviour
- actively challenge any forms of discrimination, victimisation, harassment or bullying
- promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture
- commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources

All Students

It is the responsibility of all students to:

- positively role model inclusive behaviours
- comply with the code of conduct and behaviour policy

- address uncomfortable and difficult conversations with courage, empathy, emotional intelligence, respect and resolution driven energy
- engage and support the schoolwork on inclusion
- be accountable for becoming agents of change and using their own privilege for societal good

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the School's Governors.

The Legal Framework

Discrimination can take the following forms:

- Direct Discrimination - this occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic. (e.g. Physical assault against or online name calling because of a protected characteristic)
- Indirect Discrimination - this occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic, and which cannot be justified as a proportionate or unpreventable way of achieving a legitimate aim. (Holding trials for a sports team or other activity only during a period of required prayer)
- Victimisation - this occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation. (e.g. Refusing to work with someone because they have put in a complaint)
- Discrimination by association – This occurs if people in your life, like family members, have protected characteristics and you are treated unfairly because of that. (e.g. The parent of a child with a disability can make a case for the child, or a volunteer not wanting a student in their activity because they have same sex parents)
- Harassment – this is defined as unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual. (e.g. sharing derogatory materials about being Transgender people, or purposely starting conversations about personal details of Transgender people with peers because you believe a person in the group may be Transgender)

The legal and local framework for this policy is:

- Equality Act 2010
- Children Act 2004
- Education and Inspections Act 2006

Implementation

Training and Development

The success of the Equality, Diversity and Inclusion Policy is closely linked to the provision of relevant training.

The School will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and students can make

- equip employees with the skills to provide personal and organisational solutions, discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally

Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The School places great importance on the relationship between Heads of Department and their teams, as well as links between SLT and departments and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the PDR process.

Pipers Corner School aims to:

- provide a secure environment in which all our children can thrive and achieve all of the outcomes of the current version of *Keeping Children Safe in Education*
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- prepare students for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality and diversity
- provide and promote positive non-stereotyping information about the diversity of our society
- actively challenge discrimination and disadvantage and ensure we learn from these experiences
- embed inclusion through all our activities

To achieve these aims we will:

- involve all members of the Pipers community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- publish and share our policies and progress with the whole community
- provide for students' diverse needs and learning styles, overcome any potential barriers to learning
- make explicit and implicit provision in the wider School curriculum to promote and celebrate diversity
- operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination

Inclusion within the Academic life of the School

No student will be made to feel uncomfortable because they differ from the majority, e.g. in ethnic or social background, in being gifted, having English as an additional language or a special educational need and/or disability.

Classroom arrangement - the following will be sensitively monitored:

- seating arrangements and friendship groups (directed seating and grouping is often very helpful)
- grouping and leadership of groups for joint work
- access to equipment such as electronic equipment e.g. iPads, mini whiteboards

Students with Special Educational Needs and Disabilities will be given assistance to achieve their potential by differentiation of tasks, and extra help or tuition where appropriate.

The Department

Curriculum

Wherever possible, relevant aspects of the curriculum will stress:

- the contribution of all kinds of individuals and cultures
- the importance of tolerance, and of equality of opportunity as a desirable aim
- Develop awareness of the protected characteristics
- Particular attention is paid to the protected characteristics in Life Skills lessons.

Resources

Current resources have been, and new resources will be, monitored as they are acquired for possible bias and/or ethnocentric or phallogocentric elements.

Setting

- setting, where carried out, will remain flexible to permit easy transfer
- special consideration and regular review will be given to the setting of students who may come under the remit of this policy
- the Admissions' Policy gives more detail of entrance procedures. In addition, the University of Durham MidYIS, YELLIS and ALIS value-added assessments and CAT scores are helpful in monitoring individual progress

Monitoring - results and destinations

Examination results, and destinations after Key Stage and A Levels, will be reviewed annually by the Head of Department in the light of this policy.

Displays/Public Events

This policy will be kept in mind when deciding on students chosen to represent the School for public events, or to supply work for display.

Pastoral Care - Form Tutors and Heads of Year

The following areas will be monitored by those responsible:

- friendship groups - no individual or group should be isolated as belonging to a minority
- rewards and sanctions - should be applied with consistency
- parental contacts - more may be needed for some students in order to give "equal access to equal opportunities", but the number of contacts should not be based on perceived differences
- extra-curricular involvements - all students should have a range of involvements
- positions of responsibility - should be awarded to those best qualified, on the grounds of personal qualities only. Senior Prefects will be appointed following a democratic process in which the views of the members of the Sixth Form and staff are counselled

Monitoring will include consideration of the protected characteristics to ensure no group is disadvantaged.

The Whole School Community

1. All those within the School community, teaching/non-teaching staff and students, will be provided with opportunities to progress by building on their abilities:
 - a. Students - by access to a high-quality learning and extra-curricular environment in which the particular needs of individuals can be identified and in which the importance of role models is recognised. Particular needs will be addressed by the use of support staff where appropriate, e.g., for dyslexia and other learning difficulties, for developing excellence in sport and performing arts, with EAL. Support staff from external agencies will be employed where necessary.
 - b. Staff - through a well-resourced professional development programme linked to the PDR process and School/departmental targets.
2. Whole School documents, displays and activities will emphasise a commitment to the principles of inclusion, so that all members of the School understand that those principles should underpin their work. Particular attention will be paid to the protected characteristics.
3. The ethos of the School will be one in which concerns about behaviour and attitudes can be voiced; via the Smart School Council, who meet during Form Time for discussion.
4. Staff appointments will be made by interviewers who understand the need to be aware of and avoid possible bias in their questions; applicants will be made aware of the School's commitment to equal opportunities in job advertisements.

5. Complaints' and grievance procedures for staff and students will be clearly documented: for staff, in their contracts, and for students, in the Students' Planners, reinforced in the yearly induction procedures.
6. Diet – the School will endeavour to cater for diverse dietary requirements.

Links with the wider community

All visitors to the School whether in a teaching function or as visitors/casual users of School premises will be expected to act in accordance with the principles of equal opportunity, diversity and inclusion.

All members of the School community will be expected to act in accordance with the principles of this policy when in contact with others, outside the School, e.g.

- students on work experience, at competitions or on visits
- staff dealing with visitors or at conferences

Students may need support to cope with bias encountered in the wider society; coping strategies will be discussed in Life Skills (PSHEE) and other lessons as appropriate.

Infringements - Procedures

Students

Minor incidents should be dealt with immediately and informally, where possible taking the opportunity for a teaching or tutorial discussion. More serious or consistent problems should be reported through CPOMS (see Behaviour, Rewards and Sanctions Policy).

Staff

Any staff infringing the guidelines of this policy should be reported to the Headmistress for action. (See relevant Grievance Procedures in staff contracts and the Complaints' Procedures in the Staff Handbook and Students' Planners and Low-Level Concerns policy).

Appendix One - Anti-Racism Policy as part of Equal Opportunities

The principles of this policy would stand for any discriminatory behaviour

Anti-racism Definitions

The following notes are intended to clarify the scope of this policy:

Racism: Racism can be both (a) **institutional** and (b) **personal**, overt or subtle, intentional or unintentional.

a) **Institutional racism:**

- i. *The Stephen Lawrence Inquiry Report* defined this as: 'The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'
- ii. When a child is subject to racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. The racist element must be explicitly recognised and dealt with.
- iii. This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people's instinctive responses. It can be demonstrated subconsciously in subtle ways and the School recognises the need consciously to challenge such attitudes.

b) **Personal racism:** This is often direct and identifiable and can be manifested through harassment and offensive behaviour in the following ways:

- physical assault against a person or group due to their colour, ethnicity, geographical origin or culture
- derogatory name calling, insults, ridiculing and racist jokes
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- verbal abuse and threats
- incitement of others to behave in a racist way
- racist comments within the context of lessons

Pipers Corner School has adopted the following definition of a racist incident, as proposed by the MacPherson report (1999) that was published following the Stephen Lawrence enquiry.

"A racist incident is any incident which is perceived to be racist by the victim or any other person".

1. This means that any incident, which is perceived as racist, will be investigated and recorded according to the procedures outlined in this policy. Racist incidents may take many forms. Incidents may include:

- threatened or actual physical assault
- verbal abuse, name-calling, comments about family members
- expressions of prejudice
- racist graffiti/literature/insignia
- teasing (Banter) about language, religion, culture
- offensive humour
- isolation, ignoring, negative body language

This list is not exhaustive; it must be remembered that any behaviour, which is perceived as being racist, should be treated as such. Banter should be considered a serious incident if it causes harm or distress to an individual. Inciting religious/racial hatred is a criminal offence (The Racial and Religious

Hatred Act 2006) and police intervention maybe necessary. The Head or Deputy Heads will decide whether incident need to be reported to the police, but all incidents will need to be formally recorded.

2. It is important to remember that racist incidents:

- can occur without a victim being present
- are not always explicit
- can be inter-related with other events
- may involve groups or individual behaviour
- may involve staff, parents, students, governors and visitors as victims and perpetrators

Furthermore, racial harassment is not based on intentionality. Whether or not the perpetrator intended to harass or understands the racist content of what they have done, the effects of harassment must be dealt with. The perspective of the individual who has been harassed should be given particular attention.

Principles for response

The following principles underpin our approach to dealing with racist incidents.

1. All members of the School community, including staff, students and parents have a right not to experience racism at School, whether or not this is directed at them.
2. All forms of racist behaviour should and must be dealt with as serious disciplinary matters. As with any other serious disciplinary matter, the way it is dealt with should be appropriate to the incident itself. Where the incident is judged to be unintentional, then the emphasis would be on counselling and support for both parties.
3. Dealing with racist incidents is a learning experience and there is no one way of dealing with incidents.
4. All incidents of racist behaviour should be responded to immediately and appropriately. Some aspects of the response will need to be dealt with at a later stage, for example, contact with parents.
5. All incidents of racist behaviour should be challenged, and staff should understand that their reaction to such incidents will influence the attitude of students. For example, a failure to respond may be seen as condoning racist behaviour.
6. It is important that School staff acknowledge that students who have experienced racism may have developed strategies to deal with this. Intervention should, where possible, support and empower students/staff who have suffered harassment. A balance should be struck between supporting students/staff and protecting them.
7. Consistency in dealing with incidents is essential if students and staff are to be clear about the School's commitment to dealing with racism.

Dealing with incidents

The perception of the person who has experienced harassment should be given priority. The alleged victim should be given an immediate, sensitive and supportive response to the incident and their complaint taken seriously. If racist graffiti or slogans are involved, they should be removed immediately. If racist literature, badges and insignia are involved, they should be confiscated immediately and the reason for not allowing them explained.

Remember that no racial incident is a minor one.

The member of staff initially dealing with the incident should:

- find out what has happened, at least in general terms
- refer the incident as soon as possible to the victim's Head of Year

Head of Pre-Prep/Head of Prep/Head of Year/Assistant Head/Deputy Heads/Headmistress

1. The alleged victim should complete a statement form to record the facts of the incident.
2. Head of Year and Form Tutor to sit down with the alleged victim and listen to the victim's account of the incident, allowing the victim to express fully their feelings.
3. The Head of Year, Assistant Heads, Deputy Heads and/or Headmistress will be involved as appropriate.
4. Make a decision as to whether the victim is able to return to class or needs to remain with a member of staff while the incident is investigated.
5. Agree with the victim what steps will be taken and when they will be given feedback.
6. Keep the victim informed throughout the process.
7. Gather evidence using statement forms from the people mentioned as being involved or witnessing the incident.
8. Inform the victim's parents/guardians of the incident and the outcome of the investigation when appropriate, ensuring that they understand the procedures involved.
9. Consider what further support/counselling may be needed beyond the specific incident.
10. Head of Pre-Prep, Head of Prep and Pre-Prep, Head of Year or Form Tutor to sit down with the alleged perpetrator. The behaviour that was racist should be defined and an explanation given on why it was unacceptable. Check out the perpetrator's understanding and ask for their response.
11. Assistant Head, Deputy Heads, and/or Headmistress will be involved as appropriate.
12. Explain to the perpetrator what steps will be taken and when they will be given feedback.
13. Inform the perpetrator's parents/guardians of the incident and the outcome of the investigation, even if the incident was unintentional.
14. The change in behaviour expected should be stated clearly and understood by the perpetrator.
15. Appropriate sanctions need to be applied, depending on the intentionality and severity of the incident and whether it is an isolated incident or forms part of a repeated pattern of offences by the perpetrator.

Possible responses:

- isolating the perpetrator from other students, including break and lunch times
- requiring the perpetrator to make a verbal or written apology
- arranging a meeting with parents/guardians to discuss the incident, ensuring that they understand the procedures involved
- fixed term or permanent exclusion from School
- consider what further support/counselling may be needed beyond the specific incident
- Consider whether further education is needed for individuals or groups

Recording the incident

Staff members involved should record the events via CPOMS and attach any statement forms completed during the process.

The Broader School Community

The seriousness and unacceptability of any incident should be communicated to all who have knowledge of it. Those students more broadly involved in incidents such as bystanders should be actively involved in understanding what has happened, their responsibility and their feelings about the incident. It is important to remember that, when a class is dealing with issues of this nature, individual names are not used. It is the behaviour that is being rejected, not the student.

Prevention and Education

We believe that responding to racial incidents in a way which supports the victim and ensures that perpetrators are effectively dealt with will have a powerful influence on preventing such incidents. Our aim is to develop a School community intolerant of racism.

We will seek to:

- foster an atmosphere which reduces prejudices and raises self-esteem and instils in students a positive awareness of the value of all members of the School community
- provide an environment in which racist assumptions are constantly challenged
- teach the students that they have a responsibility, as citizens of our society, to eradicate racism
- establish an ethos where victims and witnesses are confident and comfortable in
- reporting incidents of racial harassment

Monitoring and Recording

Pipers Corner School recognises the importance of recording and monitoring all incidents and responses in order to help us review our effectiveness in dealing with racism. As indicated, each incident will be recorded on CPOMS.

The Curriculum

Through the core curriculum Pipers Corner School will explore the multicultural aspects of Britain and the impact that different cultures have on society. The diversity of traditions and cultures are recognised and celebrated in many curriculum areas. Subjects such as RS and PSHEE (Life Skills) reflect upon living in a multicultural society and the need to combat racism and discrimination. Resources such as textbooks, DVDs, videos and other images are reviewed to ensure that they do not promote bias or racist attitudes but instead an understanding of racial diversity.

Appendix Two - Gender Identity Student Protocol

Pipers Corner School is an inclusive and respectful community and would want all students to be allowed to be their authentic selves. We are mindful of the fact that gender identity is not necessarily a fixed concept for all. We are also mindful of our duties under the Equality Act 2010 not to discriminate or victimise students with regards to any of the protected characteristics. These include sex and gender reassignment.

In the context of single-sex education such as ours, issues can be intensified, particularly when a student's place in the School might be called into question because of gender identity or reassignment.

It is important therefore, that we have in place a process to identify and implement appropriate actions when a student identifies as transgender or genderfluid, non-binary or gender non-conforming.

Key Definitions

A person has the protected characteristic of gender reassignment if that person is "proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex" (Equality Act 2010).

The Equality and Human Rights Commission describes gender reassignment as a "personal process, that is, moving away from one's birth sex to the preferred gender, rather than a medical process". There is no need for the person to be under medical supervision or undergoing any particular medical or other treatment before they are protected. The decision to reassign gender need not be irrevocable and protection will continue even if the person stops or reverses the transitioning process.

On this basis, a person who is legally one sex and seeks to identify with the other sex, will fall under the protection of gender re-assignment, provided there is a declared intent to be so identified. The Equality Act does not include protection for those seeking to identify as nonbinary.

Student Support

It is important to note that each student is an individual and each person's journey will be individual. As a School we are committed to supporting each student as an individual and their well-being is paramount in all that we do. In terms of students who are questioning their gender or identify as male the Schools' role is neutral and they will neither encourage nor discourage such decisions, simply providing pastoral support to the young person on their journey. The School's role will be to make sure the student knows and understands the implications and to help them to take as much time as they need to consider and reflect before any steps are taken to implement a decision. For students who identify as gender fluid, non-binary, gender non-conforming or gender queer, the same ethos will be utilised.

We remain a girls' school. The School will not admit new students who identify as male in all aspects of their life. However, during the journey towards an affirmed binary male identity, existing students will be accommodated if:

- This is their wish
- It is believed to be in the best interest of the student and their well-being
- Adjustments and processes can be put in place to ensure that both the student concerned, and other students can thrive and have their needs met.

As a School we are committed to making reasonable adjustments in discussion with students and their parents/carers to ease that journey. These adjustments would be made if they were in the best interests of the student and did not impact negatively on the wellbeing of other students.

We are also committed to providing an inclusive culture that moves from gendered language and roles, therefore we actively promote gender neutral language and challenge gendered stereotypes.

Confidentiality

Trans and gender questioning students have the right to discuss and express their gender identity openly and to decide when, with whom and how much information to share. Confidential information must not be shared with other staff, peers, parents and carers without the child or young person's permission unless there are safeguarding reasons for doing so.

What information is given to who, and when is a sensitive and important consideration. The School will take into consideration the balance of safeguarding, confidentiality and support.

There will be no normal requirement to inform other parents or to seek their views in making decisions. We do recognise however that prejudice or lack of knowledge may lead to concerns being raised and we will deal with this sensitively and within the law and the inclusive ethos of the School.

Particular Considerations

Changing their name and gender identity is a pivotal point for many trans people. If a trans student wishes to have their personal data recognised on official School systems, this needs to be supported by parents/guardians as it will feed into letters home, report cycles, information etc. If this is supported by parents or guardians, the change of name and associated gender identity should be respected and adopted throughout School. However, it remains open for the School to amend the gender of any student within internal systems, at any time and this should be discussed within the conversations.

In relation to official examinations, the School will ensure a strategy is agreed with the student and their parents or carers, then agree with the various exam boards prior to starting accredited courses where possible. This will be done in good time to encompass the length of time the process of re-registering may take. Guidance may be sought from exam boards where appropriate. As set out above, the School will distinguish between respecting an individual's right to choose their personal gender identity and its obligation to use their official/legal gender in a number of external or public situations. If an existing student approaches the School with a request to adopt a male or non-binary identity, these obligations will be explained to them, in the course of the process set out below, to ensure that they understand the distinction and that no upset is caused to them by any communications in which they are identified by their birth name or by female pronouns.

Changing Facilities and Toilets

Pipers Corner has individual student cubicle toilets therefore adjustments should not be a consideration unless there is a particular safeguarding concern. Transgender students will be allowed to change in the disabled facilities in the Sports Hall if this makes them more comfortable.

Trips

If participating in a School trip involving an overnight stay, an individual risk assessment would be undertaken, and decisions made accordingly based on individual and trip circumstances. The safety and wellbeing of all students, including the trans student, is the primary consideration.

Appendix Three - Code of Conduct for School Communities

We recognise that discrimination, inequality and exclusion are an issue at all levels in society. Our commitment to anti-racism for example, is part of our wider commitment to equality and inclusion as a whole.

All individuals have a responsibility within School to safeguard and ensure opportunities for all. Our commitment is to create an inclusive culture whereby all have the ability to thrive.

This code of conduct serves all members of the School community; staff, students, parents and governors.

Key Principles

- We are intentionally inclusive in our systems, processes and behaviours
- We are all responsible for our words and actions, irrespective of intention
- We must show empathy, respect and consideration for others at all times
- We recognise we are all on a journey and will learn from our mistakes

Our Commitment

- We provide our community with opportunities to learn, engage and build empathy
- We will not accept any form of discrimination and will demonstrate this in our behaviours
- We will regularly review and reflect on our practice to create an inclusive culture
- We will adopt an open and honest culture, valuing feedback and being transparent with our progress
- We will embrace uncomfortable conversations and enter them with kindness and an open mind