



THE RADCLIFFE SCHOOL
INSPIRE AND ACHIEVE

Equality and Inclusion Policy

Headteacher:	P Lawson	Review frequency:	Five yearly
Chair of Governors:	P Critchley	Date reviewed:	July 2021

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1 Introduction

The Radcliffe School is committed to equality and inclusion.

This policy sets out your commitment and approach to equality, diversity and inclusion and its purpose is to ensure that all stakeholders are aware of this policy and its application in relation to equality, diversity and inclusion for all pupils and staff.

We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.

We are committed to an ethos and culture of inclusion in our School for all pupils, irrespective of race, religion/belief, political views, disability, SEN status, gender, gender identity (e.g. transgender) and/or sexual orientation (LGBTQ+).

The Radcliffe School is an inclusive school where we focus on the well-being and progress of all our children and young people and where all members of our school community are of equal worth.

We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

We oppose all forms of unlawful and unfair discrimination and bullying and harassment. As a school community, we recognise the need to champion equality and ensure inclusion for all pupils in the full life of our school; where appropriate making necessary adjustments to enable everyone's participation.

The Radcliffe School believes that education (both formal and informal learning) is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement in employment. All young people should be able to learn and develop fully in a truly diverse and inclusive environment.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced in our practices and procedures.

2 Equality and Inclusion – School Policies

Through this policy, and the wider practices within The Radcliffe School we seek to empower our young people to embrace diversity and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school's safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

Inclusion underpins all our school policies.

As part of our overall school policy development there are a number of policies that we must have in place and regularly review to ensure our school is addressing its statutory responsibilities. These include Anti-bullying Policy, Safeguarding Policy, Behaviour Policy,

Uniform Policy and Admissions Policy and the Curriculum Intent and Implementation. Any arising incident will be dealt with by the appropriate policy. There should never be any grey areas when it comes to young people's safety and well-being.

This is supplemented by a range of other policies that as a school we feel are important to have for our whole school community. It is our belief that equality and inclusion is central to **all** of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

3 Responsibilities

The Radcliffe School Governing Body have overall responsibility to:

'Promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school' *'Every school a good school – the governors role'* (Department of Education NI, August 2019)

The Governors have overall responsibility to manage the implementation of equality and diversity in our school.

The Head Teacher is responsible for:

ensuring policies and procedures are in place to comply with equality legislation;

- ensuring the school implements policies and practices in line with the principles of equality and inclusion;
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying;
- ensuring appropriate training and awareness raising is undertaken with staff;
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.

The School Leadership Team are responsible for:

- putting the school's equality and inclusion policies and codes into practice;
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out;
- following the relevant procedures and taking action where necessary.

All School Staff (teaching and non-teaching) have a responsibility for the day to day operation of this policy and will contribute to an inclusive and welcoming environment within the school.

Students are responsible for:

- respecting others in their language and actions;
- following all of the relevant school policies and codes of conduct in line with the principles of equality and inclusion.

4 How do we Promote Equality and Inclusion?

The Radcliffe School promotes equality and inclusion within our school through the following activities:

- School Practices:
 - Have an inclusive mission statement
 - Use a range of resources and teaching approaches
 - Use appropriate terminology and language
 - Tackle stereotypes
 - Challenge homophobic, transphobic or any other type of bullying
 - Increase the visibility/ role modelling of minority groups
 - Set clear expectations about acceptable behaviour
 - Have regular Diversity Training for **all** staff
 - Inclusive uniform policy which is not gender biased
- Facilities/Services
 - Promoting and using interpreting services
 - Using translated documents where available
 - Having all accessible toilets/changing facilities
 - ⊖ Considering flexible payment schemes when planning trips and extra-curricular activities
 - Helping young people to access advice from support organisations including notice boards with clear and accessible information and contacts
- Policies
- Curriculum
 - Examining where and when themes around equality and inclusion might be embedded into topics within each curriculum area
 - Ensuring that staff with specific areas of responsibility consider the implications of Equality and Inclusion with their teams.
- Training

5 Monitoring the Success of the Equality and Inclusion Policy

The policy will be monitored via a range of methods:

- Team meetings agendas underpin an inclusive ethos;
- Governors to report on the successes and challenges in relation to inclusion;
- Number of bullying incidents to be monitored and appropriate action taken as necessary;
- Embedding of equality and inclusion across curriculum areas to be monitored
- Number of comments and complaints in relation to equality and inclusion to be monitored;
- Record of training / information presented to staff/ pupils to be kept
- Feedback from students, staff, parents and the wider community to be sought regularly

6 Complaint's Procedures

The school has a robust and transparent Complaints procedure. If a complaint is made regarding equality or inclusion, the Complaints process will be fairly and systematically applied according to the school's Complaints Policy.

7 Review Cycle of Policy

The Equality and Inclusion Policy will be reviewed by the school's Governors and, if required, updated every five years in line with our school policy review cycle.

Appendix One

Gender Identification

This appendix explains The Radcliffe School's practices in cases of Transgender. It seeks to minimise the distress and disruption to any student involved by:

- ensuring teachers and Governors are dealing with Transgender matters inclusively and sensitively,
- providing an inclusive environment for any Transgender student,
- ensuring all students are aware of and educated on issues of Transgender.

Transphobia and Bullying

The Radcliffe School has a robust anti-bullying policy. In line with this policy, transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

Training

In order to ensure all staff and Governors have the skills to deal with Transgender issues, The Radcliffe School will hold training sessions as part of regular safeguarding training on topics such as:

- Safeguarding
- Confidentiality
- Gender Identity
- Tackling transphobia
- Relevant legislation

Staff will be updated in briefings on individual circumstances as the need arises

The Curriculum

a) The issues related to Transgender will be delivered to all students during the PSHE elements of the Tutor Programme and Modern Britain, Values and Ethics (MBVE) curriculum.

b) Physical Education

Issues arising in the PE curriculum, for example where, as puberty develops, M2F Transgender participants may have a physical advantage over other girls, will be sensitively managed in the individual lesson context. This will be done in discussion with parents or carers.

The use of changing room facilities will also be carefully considered. Use of facilities by Transgender participants will be sensitive to their needs and also recognise the needs and sensitivities of other students. When competing at another school or an outside venue, school staff must ensure there is appropriate and sensitive provision available.

Work Experience

All placements should be aware of their duties and responsibilities when Transgender young person attend a work experience placement. The School will be sensitive to this in their planning before any young Transgender person is placed in any business or organisation. Careful discussion about the placement with the student and parents or carers, will occur to find the most suitable way forward to ensure the placement is successful.

Changing/Toilet Facilities

There is provision at the School for unisex toilets. Transgender students will be able to use these facilities.

School Uniform

Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery. The uniform expectations are suitable for all students.

Name Changing and Exam Certification

If a Transgender student wishes to have their preferred name recognised on school systems, this will be agreed by the student, family and school. A person under 16 years of age cannot change their name legally without the consent of a parent. The preferred name will appear on letters home, report cycles, bus pass information etc but is not a legal change of name so will not appear on official documents e.g. exam certificates. (Once an exam result is accredited it will need to be linked with the Unique Pupil Number (UPN) or Unique Learner Number (ULN) which appeared in the school census submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names. It may still be possible for an examination certificate to be issued in the preferred name, but any young person finding themselves in this position should discuss this issue with the school in good time and preferably in Year 10. Schools need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN).

We will signpost students to relevant counselling services to ensure that they are fully supported in what could be a very difficult time for them.

Vaccinations

The School will allow any gender specific vaccinations to be carried out at the GP surgery if requested.

School Visits

Normal school visits and activities may lead to overnight stays, both at home, or abroad. Issues may arise for both Transgender students and other students but this must not mean Transgender students are excluded from the visit. The School will assess any additional needs well in advance. It may be necessary to have a parent, carer or a member of staff accompanying the visit to ensure the Transgender student can be fully included. Sleeping arrangements will be considered before a visit is undertaken; it is possible that the Transgender student would prefer to have a separate room. Each individual case and visit needs to be considered carefully and well in advance, with advice from all appropriate bodies.

In the course of a visit abroad, a student could be searched at a border or other places. The School will contact any relevant border control or other agency in advance to ensure that the risk assessment being prepared by the school is accurate for the visit in question. In some countries, for example, it is illegal to be part of the Transgender community; in some it is an offence not to report to the authorities that a person is part of the Transgender community.

The School will investigate the laws regarding Transgender people in any country considered for a school visit.