



Single Equality Scheme 2014- 2018

Scheme due for review: 2018

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SNLP Equality Policy

This Equality Policy reflects the Partnerships' determination to provide equality of opportunity for all its members and to promote community cohesion, equality and diversity.

The Policy has regard to the Equality Act 2010 and, in particular, the public sector equality duty in relation to nine protected characteristics: 1) age, 2) disability, 3) ethnicity and race, 4) faith, religion and belief, 5) gender, 6) gender identity and reassignment, 7) marriage and civil partnership, 8) pregnancy, maternity and breastfeeding and 9) sexual identity and orientation.

Two of the protected characteristics, namely age and marriage and civil partnership, do not apply to students and learners, but are relevant to employees in school. Appendix 6 gives further details of equality issues as they relate to staff.

For schools

The Equality Act defines 4 kinds of unlawful behaviour:

- Direct discrimination where one person treats another less favourably because of a protected characteristic;
- Indirect discrimination where a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. However if it can be shown to be a 'proportionate means of achieving a legitimate aim', the action would not be seen as indirect discrimination.
- Harassment, which is 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person'.
- Victimisation, which occurs when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Act.

Variations in style and emphasis in the sections dealing with each of these areas reflect particular statutory requirements or advice from the DfE.

Statement of Purpose, Values and Outcomes (Extracts)

The Partnership's *Statement of Purpose, Values and Outcomes* underpins the everyday and developmental work of the Partnership.

The following extracts demonstrate the alignment of the statement with principles of equality and fairness.

Core Purpose

The core purpose of the Learning Partnership is *to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility.*

Core Values

We value:

- care and respect for self and others;
- honesty;
- clear and open communication;
- strong relationships and shared goals achieved through teamwork.

Desired Outcomes

Working in partnership with students, their families and the wider community, we believe that each young person should:

- be safe;
- be healthy;
- give and receive respect as an individual;
- enjoy and achieve in school and beyond;
- understand their rights and responsibilities as citizens and the importance of making a positive contribution to society;
- develop moral awareness, cultural understanding and appreciation of diversity

Objectives

The overall objective of the Partnerships' Equality Policy is to provide a framework within which the Academies may fulfil their duty to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity;
- promote good relations and positive attitudes between people of diverse backgrounds particularly promoting understanding and tackling prejudice.

In particular the Academies will:

- (a) remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (c) encourage persons who share a relevant protected characteristic to participate in any aspect of school life in which participation by such persons is disproportionately low.

The Academies recognise that there is a duty to ensure that no student or potential student is harassed, victimised or discriminated against:

- in relation to admissions;
- in the way we provide education for students;
- in the way we provide students access to any benefit, facility or service; or
- when excluding a student or applying any other sanction.

The principles of this policy apply to all members of the extended community – pupils, staff, governors, parents and community members.

In all activities, we will demonstrate:

- how this policy is applied to all members of our community: students, staff, governors, parents and (as far as is practicable) those who live and work in our catchment area;
- excellence of provision so as to fulfil each student's potential and promote the highest levels of achievement;
- recognition and celebration of the differences that exist amongst us;
- fairness of treatment for all members of our community;
- commitment to challenge and eliminate discrimination wherever it exists.

Note: the word "Academy" in all sections that follow refers as appropriate to each of the Academies in the Learning Partnership: Longsands Academy; Ernulf Academy.

SECTION 1: RACE EQUALITY

The Academies seek to be compliant with the Equality Act 2010. They support the general duty to promote equality of opportunity, promote good race relations and eliminate unlawful racial discrimination.

In addition and more specifically, the Academies will continue to:

- monitor students' progress, outcomes and other involvement in school life by ethnicity;
- monitor the impact of policies on students, staff and parents of different backgrounds with a view to:
 - promoting practice that appears to be supportive of students' progress and outcomes (or otherwise generally supportive of this policy);
 - addressing any identified attainment gaps;
 - addressing any other issues that have bearing on the cohesion of the Academy community and the well-being (educational and otherwise) of students.

Racist Incidents

The Academies do not tolerate racist comments or actions.

Racist incidents are dealt with as follows:

- one off incidents: under the provisions of our Behaviour Management Policies, which allow for a full range of support and sanctions;
- repeated incidents: as a particular pernicious form of bullying under the policies relating to bullying;
- all incidents are recorded on the Cambridgeshire database to facilitate the monitoring of incidence and severity.

Please see Appendix 2 for the Partnership Racist Incident Report Form and Race Equality Action Plan.

SECTION 2: DISABILITY

The Academies seek to be compliant with the Equality Act 2010. The Act sets out general and specific duties as follows:

General Duty

To have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life;
- take reasonable steps to meet disabled people's needs even if this requires more favourable treatment.

Specific Duty

The main requirements are to:

- prepare and publish a Disability Equality Scheme demonstrating how the two Academies intend to fulfil their general and specific duties;
- involve disabled people (students, staff, parents) in the development of the scheme;
- implement the actions in their scheme within three years;
- report on the schemes annually;
- review and revise the scheme every three years.

Definitions

A disabled person is defined as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities”.

The terms of this definition are further defined:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from, or consisting of, a mental illness;
- ‘substantial’ means ‘more than minor or trivial’;
- ‘long-term’ is a period longer than (or likely to be longer than) 12 months.

Please see Appendix 3 for the Partnership Disability Equality Scheme.

SECTION 3: GENDER EQUALITY

The Academies seek to be compliant with The Equality Act 2010, which places a statutory duty on public bodies including schools to:

- eliminate unlawful sex discrimination and harassment;
- promote equality of opportunity between females and males.

This general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

Please see Appendix 4 for the Partnership Gender Equality Plan.

SECTION 4: DISCRIMINATION ON THE GROUNDS OF RELIGION OR BELIEF

The Academies seek to be compliant with The Equality Act 2010, which forbids discrimination on the grounds of religion or belief in schools.

Under the Act, ‘religion’ is defined as being any religion, and ‘belief’ is defined as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

The Academies will continue to:

- respect diversity of religion and belief;
- avoid discrimination, e.g. in relation to admissions, exclusions, access and participation.

SECTION 5: AGE DISCRIMINATION

The Governing Body seeks to be compliant with statutory requirements concerning age discrimination legislation as they apply to employees.

Further details are contained in the Staff Handbook for each Academy (full version).

SECTION 6: COMMUNITY COHESION

The Academies seek to promote community cohesion, which is defined as “an emphasis on articulating what binds communities together, creating a sense of belonging and commitment to equality and social justice”.

Both Academies are committed to promoting strong and positive relationships between people of different backgrounds within each institution and in the communities to which Academy members belong – local, regional, national and international.

More specifically, the Academies seek to:

- close attainment gaps between different groups of students;
- develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity;
- build good community relations and challenge attitudes and/or actions that undermine them;
- remove barriers to access, participation, attainment and achievement.

Implementation

Actions taken to promote community cohesion include:

- promotion of the core values of the Partnership;
- inclusion within the curriculum, notably but not exclusively in the ECM programme, of issues relevant to community cohesion, e.g. rights and responsibilities (citizenship);
- promotion of equality opportunities for all, e.g. in terms of options choices; student support; targeted attainment;
- provision of opportunities for students to interact with people from different backgrounds and build positive relationships, e.g. through school linking;
- actions as set out or indicated by other sections of the Equality Policy.

SECTION 7: GENDER IDENTITY AND REASSIGNMENT

The Academies seek to be compliant with the Equality Act 2010 which places a statutory duty on schools to protect from discrimination anyone who is undergoing, has undergone or is proposing to undergo a process of reassigning their sex by changing physiological or other attributes.

Please see appendix 7.

SECTION 8: MARRIAGE AND CIVIL PARTNERSHIP

The Academies seek to be compliant with the Equality Act 2010 with regard to the duty to ensure that people who are married or in a civil partnership are protected from discrimination because of this.

SECTION 9 PREGNANCY, MATERNITY AND BREAST FEEDING

The Academies seek to be compliant with the Equality Act 2010 with regard to the duty to ensure that students are protected from discrimination because of pregnancy and maternity.

In most circumstances, both Academies will give a student up to 18 calendar weeks of authorised absence to cover the time immediately before and after the birth in order to ensure reintegration into education as quickly as possible.

SECTION 10: SEXUAL IDENTITY AND ORIENTATION

The Academies seek to be compliant with the Equality Act 2010 with regard to the duty to ensure that students are protected from discrimination because of their sexual identity and orientation.

SECTION 11: RESPONSIBILITIES

Governors and the CEO are responsible for:

- the Partnership's compliance with the Equality Act 2010;
- ensuring the Partnership adopts, implements, and monitors this policy.

Each Headteacher is responsible for:

- the formulation and distribution of the policy;
- ensuring it is implemented to the greatest extent possible within constraints of finance, physical structures and staffing;
- monitoring its effectiveness, and briefing staff and governors about the implementation process;
- making sure staff understand their responsibilities under this policy and, where required, receive adequate training opportunities;
- taking appropriate action in cases of harassment and discrimination.

While monitoring overall responsibility, the Principal may delegate actions required under the Policy to Senior Leaders and other staff as appropriate.

Heads of departments are responsible for:

- ensuring all departmental practices comply with this policy;
- ensuring departmental literature refers to this policy;
- monitoring the implementation of this policy within their department;
- providing support and training for colleagues in implementing the policy.

Staff with significant pupil/student development responsibilities are responsible for:

- promoting this policy amongst pupils and students;
- taking appropriate action in cases of harassment and discrimination involving students;
- providing support and training for tutors in implementing this policy.

All staff are responsible for:

- dealing with racist incidents, and being able to recognise and tackle bias and stereotyping;
- promoting equality and good relations throughout the community;
- avoiding discrimination against anyone for reasons of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstance;
- keeping up to date with Trust policy and practice and discrimination law;
- undertaking training and learning opportunities as appropriate.

All members of the Trust community are responsible for:

- contributing to the Single Equality Scheme implementation and review process;
- behaving with respect and fairness to all members of the community.

Visitors and contractors are responsible for:

- respecting and acting in accordance with the principle of equal opportunities.

The Academies will:

- seek to ensure that they are aware of their responsibilities;
- as appropriate, advise visitors and contractors of their responsibilities.

APPENDIX 1: CONTEXT

Longsands Academy is:

- a fully comprehensive school serving a large geographical area; approximately two thirds of the students live within St Neots; the remaining third come from a number of villages in the St Neots area;
- a very large school with over 1850 students;
- The academy is larger than the average-sized secondary school with a sixth form.
- The vast majority of students are White British.
- The proportion of disabled students or those who have special educational needs supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average

The proportion of disadvantaged students eligible for the pupil premium is below the national average. This additional funding is given to schools for

- a school where the progress and attainment of its students are broadly in line with national average;
- a school where attendance by students is above the national average and unauthorised absence is lower.
- a school where mid-term admissions and departures are relatively low.

Ernulf Academy is:

- a fully comprehensive school serving a large geographical area; approximately 90% of the students live within St Neots; the remaining 10% come from a number of villages in the St Neots area;
- a small secondary school with over 500 students, below the average number nationally;
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The proportion of pupils who have a statement of special educational needs or education, health and care plan is above the national average.
- The majority of pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium is above the national average.

Note: statistics taken from Ofsted's *RAISEonline Validated Report (2014)*.

APPENDIX 2

RACIST INCIDENT REPORT FORM

School/Establishment

Date & time of Incident

Victim's name	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Perpetrator's name	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Nature of Incident (*tick any that apply*):

Racist comments and language	<input type="checkbox"/>	Ridicule/ostracism	<input type="checkbox"/>	Provocative behaviour	<input type="checkbox"/>
Verbal abuse and threats	<input type="checkbox"/>	Racist graffiti	<input type="checkbox"/>	Possession/distribution of racist material	<input type="checkbox"/>
Physical assault	<input type="checkbox"/>	Written abuse	<input type="checkbox"/>	Other	<input type="checkbox"/>
		Damage to property	<input type="checkbox"/>		

Details of Incident:
.....
.....

To be completed by designated member of staff

Action taken
.....

(continue on separate sheet if necessary)

Have parent(s)/carer(s) of victim been informed?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Have parent(s)/carer(s) of perpetrator been informed?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Perpetrator's ethnic origin (including Traveller or Refugee)

Victim's ethnic origin (including Traveller or Refugee)

Outcome recorded in victim's/perpetrator's files (*please circle*)

Record completed by:

Signature of designated Member of SLT:

Date:

Race Equality Action Plan

Aim

The aim of this Action Plan is to identify actions required to implement our Equality Policy and to meet the statutory duties of both Academies under the Race Relations Act (Amendment) 2000.

Background

Under the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, the Academies have a general duty to have regard to the need to:

- eliminate unlawful race discrimination
- promote equality of opportunity
- promote good relations between people from different ethnic groups

The Senior Leader with responsibility for equality and diversity in each Academy has explicit responsibility for monitoring performance (by cohort and sub-group) and making appropriate recommendations or instigating necessary action in all areas of this policy.

Action <i>what we intend to do and how we will do it</i>	Success Criteria <i>how the experience or outcomes of students/staff will be different/improved</i>	Notes <i>e.g. use of gained time; resources</i>	Target Completion Date
Assessment <ul style="list-style-type: none"> • with particular attention to ethnic (and other) groups identified nationally as underperforming, ensure all staff are tracking students' progress and are using a range of strategies to tackle underachievement. 	<ul style="list-style-type: none"> • students are aware of their progress and what they need to do to improve; • students who are underachieving are supported to improve through appropriate intervention strategies; • the student support team is aware of those students who are underachieving and coordinates intervention when appropriate; • students feel challenged and supported to achieve their best. 	FFT KS4 Self-Evaluation booklet and data in SISRA is used to track the performance of all students with particular emphasis on groups of students who under-perform against national and on the closing the gap agenda. Interventions put in place for students who are underachieving against prior data.	Ongoing

<p>Learning and teaching</p> <ul style="list-style-type: none"> ensure staff meet the needs of students from diverse backgrounds including those with EAL. 	<ul style="list-style-type: none"> students from diverse backgrounds engage with learning as evidenced by their attitude to learning scores on termly assessments; students with EAL make appropriate progress as evidenced by their CVA (Contextual Value Added) score at the end of KS4. 		<p>Ongoing monitoring with one CVA analysis annually.</p>
<p>Attainment</p> <ul style="list-style-type: none"> continue to monitor students' progress and outcomes, e.g. KS3 teacher assessments; GCSE and A Level grades in the context of ethnicity. 	<ul style="list-style-type: none"> variations in students' performance are addressed constructively with departments/teams as appropriate; students from different ethnic backgrounds perform in line with Fischer Family Trust estimates and the overall Academy results; any identified anomalies are reduced or eliminated. 		<p>On-going within the annual cycle of Academy self-evaluation – main analysis coincidental with the publication of RAISEonline.</p>
<p>Curriculum</p> <ul style="list-style-type: none"> ensure the curriculum addresses issues of racial equality and celebrates diversity; ensure the curriculum challenges stereotypes; ensure access to all curriculum pathways. 	<ul style="list-style-type: none"> students have opportunities to learn about and celebrate different cultures and faiths; students have opportunities to consider their own views on equality and to challenge stereotypes; students receive appropriate Information, Advice and Guidance and choose an appropriate curriculum pathway based on available data, professional opinion and their interests and aspirations. 	<p>Map curriculum experiences to ensure issues are addressed and stereotypes challenged;</p> <p>Year 9 options choices and Year 11 destinations information to be monitored and evaluated.</p>	<p>Ongoing.</p> <p>Report produced May following completion of options processes.</p>

<p>Trips and extra-curricular activities</p> <ul style="list-style-type: none"> continue to monitor students' involvement in trips, visits and extra curricular activity by ethnicity (begin to monitor at Ernulf). 	<ul style="list-style-type: none"> involvement is broadly proportionate to the student population relevant to the activity. 	<p>At least annually. Trips & visits report will be produced from information in SIMS and EVOLVE.</p>	<p>Ongoing within the annual cycle</p>
<p>Recruitment</p> <ul style="list-style-type: none"> seek to ensure balance in the proportions of applicants from ethnic backgrounds appointed to posts. 	<ul style="list-style-type: none"> mix of applicants recruited demonstrates unbiased process (subject to applications). 		<p>On-going within the annual cycle of Academy self-evaluation.</p>

APPENDIX 3

Disability Equality Action Plan

Aim

The aim of this Action Plan is to identify actions required to implement our Equality Policy and to meet the statutory duties of each Academy under The Equality Act 2010

Background

Under the Equality Act 2010, the Academies have a duty to have regard to the need to:

- remove or minimise disadvantages suffered by persons with a disability that are connected to their disability;
- take steps to meet the needs of persons with a disability that are different from the needs of persons without a disability;
- encourage persons who share a disability to participate in any aspect of school life in which participation by such persons is disproportionately low.

Both Academies recognise that they have a duty to make reasonable adjustments to avoid substantial disadvantage where a provision, criterion or practice puts disabled students at a substantial disadvantage.

Definition of Disability

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Long term is defined as lasting, or likely to last, for at least 12 months. HIV, multiple sclerosis and cancer are all considered to be disabilities.

The member of the Senior Leadership Team in each Academy with responsibility for equality and diversity has explicit responsibility for monitoring performance (by cohort and sub-group) and making appropriate recommendations or instigating necessary action in all areas of this policy.

Action <i>what we intend to do and how we will do it</i>	Success Criteria <i>how the experience or outcomes of people with disability will be different/improved</i>	Notes <i>e.g. use of gained time; resources</i>	Target Completion Date
Accessibility <ol style="list-style-type: none"> 1. ensure that the relocated SEN department is accessible for students with a physical disability (Ernulf); 2. ensure that the new sports pavilion is accessible to disabled people as planned and provides discrete changing facilities (Longsands); 3. to review accessibility on an annual basis and make any reasonable adjustments possible within budget constraints. 	<ol style="list-style-type: none"> 1. All students are able to access the new SEN area, regardless of ability or disability; 2. People with a disability are able to use the new sports facility with similar ease to people without a disability; 3. Easier access / mobility around both sites. 		<p>Target achieved.</p> <p>Target achieved.</p> <p>Annual with additional response to student needs if required.</p>
Analysis, measurement and engagement <ol style="list-style-type: none"> 1. ensure students with a disability are identified in SIMS and SISRA <p>collect, analyse and publish information in regard to our progress in achieving the three aims of the Equality Act in relation to students with a disability</p> <ol style="list-style-type: none"> 2. 3. where needs analysis indicates they are required, adopt specific and measurable objectives regarding progress on achieving the three aims of equality legislation in relation to students 	<ol style="list-style-type: none"> 1. the analysis shows where progress is being made and identifies areas that need to be targeted for improvement; 2. fulfilment of objectives identified; 3. all staff and students feel valued 	<p>Use of Academy newsletters, parentmail</p>	<p>Annually</p> <p>Ongoing</p>

<p>with a disability;</p> <p>4. engage with staff, students, parents and the community regarding disability issues.</p>	<p>and have had an opportunity to contribute to debate on issues for students with a disability.</p>	<p>and SIMS data on disability to aid this.</p>	
<p>Attainment</p> <p>1. continue to monitor students' progress and outcomes, e.g. GCSE and A Level grades.</p>	<p>1. variations in students' performance are addressed constructively with departments/teams as appropriate;</p> <p>2. students with disabilities and SEN groups perform in line with FFT estimates and where appropriate the overall Academy results;</p> <p>3. any identified anomalies are reduced or eliminated.</p>	<p>For some time, examination outcomes have been analysed not only by cohort but also by subgroup. These analyses cover special educational needs, gender, ethnicity etc.</p>	<p>On-going within the annual cycle of Academy self-evaluation – main analysis coincidental with the publication of RAISEonline and FFT KS4 Self-Evaluation booklet.</p>
<p>Attendance</p> <p>1. monitor the attendance of students with a disability to ensure that it is in line with students with no disability where appropriate;</p> <p>2. take any action necessary to address differences in the attendance of students.</p>	<p>1. support will be provided if attendance is below that of students without a disability.</p>	<p>Attendance is monitored on a weekly basis in both Academies working in conjunction with the Education Welfare Officer. There is also an annual review so that more general patterns can be identified.</p>	<p>Ongoing with annual review.</p>
<p>Curriculum</p> <p>1. ensure the curriculum addresses issues of disability and celebrates diversity;</p> <p>2. ensure the curriculum challenges stereotypes;</p>	<p>1. students have opportunities to learn about and celebrate the achievements of people with disabilities;</p> <p>2. students have opportunities to consider their own views on equality and to challenge stereotypes;</p>		<p>Ongoing.</p>

<p>3. ensure access to all curriculum pathways;</p> <p>4. ensure any reasonable adjustments are made in order that students with a disability can access the same provision as students who do not have a disability.</p>	<p>3. students receive appropriate Information, Advice and Guidance and choose an appropriate curriculum pathway based on available data, professional opinion and their interests and aspirations.</p>	<p>Year 9 options choices and Year 11 destinations information to be monitored and evaluated.</p> <p>Invite students with a disability to participate in the annual review of the DES.</p>	<p>Review in May after completion of options process.</p>
<p>Harassment, victimisation or discrimination</p> <p>1. the student support teams will log any incidents of bullying that relate to a disability and report any such incidents to the nominated senior leader in each Academy.</p>	<p>1. all persons involved will recognise the equality implications of any incident and appreciate how the situation is dealt with in the light of this.</p>		<p>Ongoing.</p>

<p>Learning and teaching</p> <ol style="list-style-type: none"> 1. ensure the Register of Students with Additional Educational Needs identifies all students with a disability and that staff use this information to inform planning; 2. ensure that all students with a disability have an individual learning plan which provides guidance for staff on appropriate strategies e.g. use of audio, enlarging print; 3. focus on further differentiation of input and outcomes in individual lessons. 	<ol style="list-style-type: none"> 1. students' learning will be more personalised and this should impact on progress; 2. students are positive about their learning experiences and feel they are making progress and their needs are being addressed. 	<p>SIMS forms to be checked on entry and KS3 team alerted to any students with a disability. Information to then be disseminated as appropriate.</p>	<p>Ongoing</p>
<p>Personal Emergency Evacuation Plan</p> <ol style="list-style-type: none"> 1. students with a disability will have a personal emergency evacuation plan if appropriate as a result of an individual meeting with a member of staff 	<ol style="list-style-type: none"> 1. students are able to evacuate safely in the event of an emergency. 		<p>By October half term each year and on arrival for students admitted during the year.</p>
<p>Sanctions and exclusions</p> <ol style="list-style-type: none"> 1. monitor the number of exclusions and sanctions for students with a disability against students with no disability; 2. take any action necessary to address the difference in numbers between students with a disability and those without. 	<ol style="list-style-type: none"> 1. each Academy will be monitoring that students with a disability are not being treated less favourably than students with a disability; 2. students with a disability will receive support to help them improve their attitude and/or behaviour as appropriate. 	<p>Exclusions are monitored constantly by student support teams and the Academy Director. An annual review is undertaken.</p>	<p>Ongoing - termly monitoring with annual report.</p>

<p>Trips and extra-curricular activities</p> <ol style="list-style-type: none"> 1. continue to monitor students' involvement in trips, visits and extra-curricular activity (begin to monitor – (Ernulf)); 2. wherever possible, make reasonable adjustments to ensure that a student with a disability can participate in trips or extra-curricular activities as appropriate. 	<ol style="list-style-type: none"> 1. involvement is broadly proportionate to the student population relevant to the activity; 2. students with a disability will be able to access appropriate trips due to reasonable adjustments being made. 	<p>Trips and visits report to be produced using SIMS and EVOLVE as data sources Trip spreadsheets to be modified to allow easier collection of this data (Ernulf);</p>	<p>Ongoing within the annual cycle.</p>
<p>Well-being</p> <ol style="list-style-type: none"> 1. as part of the Personal Emergency Evacuation Plan process, students with a disability will have the opportunity to have their views heard about participation, curriculum and any other aspects of school life. 	<ol style="list-style-type: none"> 1. action will be taken to address any student's concerns. 		<p>By October half-term each year and on arrival for students admitted during the year.</p>

Longsands Academy Disability Access Action Plan 2014 – 2018 – additional information

The Academy has fulfilled an action plan to further improve disabled access for September 2015 in order to accommodate a student in an electronic wheelchair. Whilst additional ramps have been put in place in the Autumn Term 2014 to facilitate access for a sixth form student in a wheel chair a range of further work was required to meet the additional needs of the KS3 student. In order to produce the plan we worked with a range of outside agencies. The student is fully integrated into the Academy and is able to access all ground floor areas and the upper floor of N Block. He is able to access all of his lessons other than food technology where alternative arrangements have been made.

APPENDIX 4: GENDER EQUALITY PLAN

Duties

This plan sets out how both Academies will work to address the General Duty to promote gender equality. It addresses specific duties under the Equality Act 2010. In brief, these are to:

- consider how the policies and practices of both Academies affect gender equality in the workplace and in the delivery of services;
- consider the need to have objectives to address the causes of any gender pay gap;
- gather information on the effect of its policies and practices on male and female employees and those affected by its services and performance of functions;
- ensure implementation of objectives derived from consultation with employees, service users and others (including trade unions).

Gender Monitoring

Many of the existing self-evaluation processes incorporate a gender related dimension. For example, each year departments analyse GCSE and other examination outcomes by gender (as well as ethnicity and any other relevant factors). Employment practices are subject to guidance and review by the Partnership's personnel providers (EPM).

The information thus gathered is incorporated into Partnership, Academy and departmental/team action planning, which operates on an annual cycle (April-March).

In addition, each member of staff participates in the review and development process, which generates individual objectives and identifies associated training needs.

Annual Reporting

Gender-related issues are incorporated into the regular updating and review of each Academy's Self-Evaluation Form, which is available to and influenced by the Governing Body. A summary of action taken will be incorporated into existing documentation, e.g. the annual review of the Improvement Plan for each Academy. If necessary, an additional section will be added to the summer term Principal's Report to the Governing Body.

Gender Equality Action Plan 2014 - 2018

Aim

The aim of this Action Plan is to identify actions required to implement our Equality Policy and to meet the statutory duties of both Academies under The Equality Act 2010 to:

- eliminate unlawful sex discrimination and harassment;
- promote equality of opportunity between females and males.

This general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

Action <i>what we intend to do and how we will do it</i>	Success Criteria <i>how the experience or outcomes of students/staff will be different/improved</i>	Notes <i>e.g. use of gained time; resources</i>	Target Completion Date
Attainment <ol style="list-style-type: none"> continue to monitor students' progress and outcomes, e.g. KS3 NC levels; GCSE and A Level grades. 	<ol style="list-style-type: none"> variations in students' performance are addressed constructively with departments/ teams as appropriate; boys and girls perform significantly above average in value-added terms and increasingly to the same extent; any identified anomalies are reduced or eliminated. 	<p>The Senior Leader with responsibility for equality and diversity has explicit responsibility for monitoring performance (by cohort and sub-group) and making appropriate recommendations or instigating necessary action.</p>	<p>On-going within the annual cycle of Academy self-evaluation.</p>
Bullying <ol style="list-style-type: none"> address issues related to gender and attitudes in assemblies, ECM and curriculum where appropriate; monitor the number and type of bullying incidents associated with gender issues. 	<ol style="list-style-type: none"> students will have a greater understanding of gender issues and demonstrate regard for equality; the number of incidents will be low and will be dealt with appropriately by the Student Support Team with staff and students involved feeling supported and having confidence in the outcomes. 		<p>Ongoing with annual review.</p>
Promotion and Training <ol style="list-style-type: none"> seek to maintain balance in the proportions of male and female 	<ol style="list-style-type: none"> all staff with have equal opportunity to participate in training and those 		<p>Ongoing with annual review.</p>

<p>staff who undertake CPD activities;</p> <p>2. seek to maintain balance in the proportion of female and male staff who are promoted.</p>	<p>who are currently not participating will be encouraged to take part;</p> <p>2. staff will feel that promotion is a fair process which reflects equal opportunity.</p>		
<p>Recruitment</p> <p>1. seek to maintain balance in the proportions of male and female applicants appointed to posts, e.g. within the TA team.</p>	<p>1. shortlists are broadly proportionate to the gender balance of applications;</p> <p>2. appointees are similarly proportionate to the shortlists;</p> <p>3. improved balance where this is currently not in place, e.g. TA team.</p>	<p>There are very few male applicants for TA team posts, cover supervisor posts, administration posts and finance posts.</p>	<p>Ongoing.</p>
<p>Trips and visits</p> <p>1. monitor students' involvement in trips, visits and extra-curricular activity by gender (begin to monitor at Ernulf).</p>	<p>1. involvement is broadly proportionate to the student population relevant to the activity.</p>	<p>Staff to be made aware of percentage attendance of trips and issue of ensuring range of trips to appeal to both genders.</p>	<p>Ongoing Annually</p>

APPENDIX 5 : ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

This policy is a statement of our Partnership's aims and strategies to ensure that EAL pupils fulfil their potential.

Introduction/Mission statement

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. We are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach including ethos, curriculum, education against racism and promoting language awareness.

Aims of Policy

This policy aims to support planning, organisation, teaching and assessment procedures and use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL).

Context of Academy : Longsands

The following paragraphs are accurate as of Autumn Census 2017. The situation changes annually, at least.

In our Academy, there are 69 students who are learning English as an additional language. Students come from a variety of backgrounds. At present, more than 32 languages are spoken by students. Students are from a variety of backgrounds though almost 25% of this group are from Eastern Europe. 10% of this group are Chinese speakers but some students may be the only speaker of their language in the Academy. These students have attended school, are literate in their own language and have at least basic knowledge of English, although they may be new to the culture of this country.

We are aware that this situation could change and we could, in the future, receive students who have had no previous formal education or experienced trauma which will impact on their learning.

Information is gathered about each student's:

- linguistic background and competence in other language/s;
- previous educational experience;
- family and biographical background.

A member of staff is nominated to have responsibility for EAL. Currently, this is the Academy SENCO. She is supported in this aspect of her work by the Deputy Headteacher with responsibility for equality issues.

Context of Academy: Ernulf

The following information is accurate as of **Autumn Census 2017**. The situation will change for us on at least a termly basis due to places being available at the Academy and therefore we take the majority of students from families moving to St Neots during the year.

In our Academy there are 31 students who are learning English as an additional language, they speak 17 other languages between them. Students are from a variety of backgrounds though almost 40% of this group are from Eastern Europe.. As we have space to admit students who move to the area we are required to be hugely flexible in ensuring that the educational needs of students with EAL are met.

A Higher Level TA is currently nominated to have responsibility for students with EAL. She is supported in this work by the SENCO.

Key Principles of additional language acquisition

- A clear distinction should be made between EAL and Special Educational Needs.
- EAL pupils are entitled to the full National Curriculum programmes of study and teachers have a responsibility for developing students' competence in English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is part of our identity and the home languages of students and staff should be recognised and valued; use of the home language in the school environment should be accepted and welcomed unless used to emphasise division.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

Assessment

- All EAL pupils are entitled to assessments as required.
- CREDS (Cambridgeshire Race, Equality and Diversity Service) may be requested to visit. They may assess and monitor, give support and guidance to staff and direct support to prioritised students.
- Teaching staff contribute to assessment of students' progress, needs and targets.
- Progress in the acquisition of English is assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, Monitoring and Evaluation

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

Teaching Strategies

Students with EAL benefit from good standard teaching practice to allow students to participate e.g. clear learning objectives. The following strategies are more specific to EAL:

- Key language features of each curriculum area, e.g. key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening including both process and presentational talk.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Where possible, learning progression moves from the concrete to the abstract.
- Additional visual support is provided, e.g. posters, pictures, photographs, objects, demonstration, use of gesture.
- Scaffolding is provided for language and learning, e.g. talk frames as well as writing frames.

Materials

Both Academies provide appropriate materials such as dictionaries and key word lists. Videos, maps and I.C.T also give crucial support.

Special Educational Needs and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to SEN provision in each Academy.
- If EAL pupils are identified as Gifted and Talented, they have equal access to provision.

Parental/Community Involvement

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers;
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications;

- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible;
- celebrating and acknowledging the achievements of EAL pupils in the wider community;
- celebrating diversity through displays;
- recognising and encouraging the use of first language;
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

APPENDIX 6: STAFF

The St Neots Learning Partnership Equality and Diversity Policy for School Staff

1. Policy

- 1.1 The Governing Body of the St Neots Learning Partnership is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.
- 1.2 We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.
- 1.3 All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. [Your discrete attention is drawn to our separate Bullying and Harassment policy.]
- 1.4 This policy has been agreed following consultation with the trade unions and staff representatives.
- 1.5 This policy does not form part of any employee's contract of employment and may be amended at any time.

2. Who is covered by the policy?

- 2.1 This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as staff in this policy).

3. Who is responsible for this policy?

- 3.1 The Governing Body has ultimate responsibility for the effective implementation of this policy and the Senior Manager with responsibility for equalities issues has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. The Personnel Committee is responsible for monitoring the implementation of this policy and reporting on the progress made in achieving targets set. Day-to-day operational responsibility including regular review of this policy has been delegated to the Senior Leader responsible for equality issues in each Academy.

- 3.2 All managers must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Senior Leader with responsibility for equality issues has overall responsibility for equal opportunities training. All members of staff are personally responsible for ensuring that they adhere to the policy and promote our aims and objectives with regard to equal opportunities. In certain circumstances the Governing Body could be held to be vicariously liable for actions of their staff. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in School or on School-related business.
- 3.3 Staff who are involved in management or recruitment, or those with any questions about the content or application of this policy, should contact the Senior Leader with responsibility for equality issues to request training or further information.

4. Scope and purpose of the policy

- 4.1 This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 4.2 We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

5. Forms of Discrimination

- 5.1 Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.
- 5.2 Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.
- 5.3 Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.
- 5.4 Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti-harassment and Bullying Policy.
- 5.5 Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

5.6 Disability discrimination; this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

6. **Staff training and promotion and conditions of service**

6.1 Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit. Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.

6.2 Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

7. **Discipline and Termination of Employment**

7.1 We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

7.2 We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

8. **Disability Discrimination: Direct Advice to Staff**

8.1 If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

8.2 If you experience difficulties at work because of your disability, you should speak to the Senior Leader with responsibility for equality issues to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The Senior Leader may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.

8.3 We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff and service users.

9. **Fixed-term employees, Casual and Agency Workers**

9.1 We monitor our use of fixed-term employees, casual and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

10. **Part-time work**

10.1 We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately.

11. **Breaches of this Policy: Advice to Staff**

11.1 If you believe that you may have been discriminated against you are encouraged to raise the matter with your line manager or the Senior Leader with responsibility for equality issues, and subsequently, if necessary, through our Grievance Procedure. If you believe that you may have been subject to harassment or bullying you are encouraged to raise the matter with your line manager or the Senior Leader with responsibility for equality issues, and subsequently through our Harassment and Bullying Policy.

11.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

11.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

12. **Monitoring and review of the policy**

12.1 This policy is reviewed annually by the Finance and Personnel Committee.

12.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.

12.3 Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting the Senior Leader with responsibility for equality issues.

APPENDIX 7: GENDER IDENTITY AND REASSIGNMENT

The Equality Act 2010 says that you must not be discriminated against because you are transsexual - that is your gender identity differs from the gender assigned to you at birth.

For example a person who was born female decides to spend the rest of his life as a man.

In the Equality Act it is known as gender reassignment. All transsexual people share the common characteristic of gender reassignment.

To be protected from gender reassignment discrimination, you do not need to have undergone any specific treatment or surgery to change from your birth sex to your preferred gender. This is because changing your physiological or other gender attributes is a personal process rather than a medical one. You can be at any stage in the transition process – from proposing to reassign your gender, to undergoing a process to reassign your gender, or having completed it.

The Equality Act says that you must not be discriminated against because:

Of your gender reassignment as a transsexual. You may prefer the description transgender person or trans male or female. A wide range of people are included in the terms 'trans' or 'transgender' but you are not protected as transgender unless you propose to change your gender or have done so. For example, a group of men on a stag do who put on fancy dress as women are turned away from a restaurant. They are not transsexual so not protected from discrimination.

Someone thinks you are transsexual, for example because you occasionally cross-dress or are gender variant. This is known as discrimination by perception.

You are connected to a transsexual person, or someone wrongly thought to be transsexual. This is known as discrimination by association.

Inter-sex people are not explicitly protected from discrimination by the Act, but you must not be discriminated against because of your gender or perceived gender.

For example, if a woman with an intersex condition is refused entry to a women-only swimming pool because the attendants think her to be a man, this could be sex discrimination or disability discrimination.

Direct discrimination

This happens when someone treats you worse than another person in a similar situation because you are transsexual.

For example, you inform employer that you intend to spend the rest of your life living as a different gender. Your employer transfers you off your role against your wishes because they don't want you to have client contact.

Absences from work

If you are absent from work because of gender reassignment, your employer cannot treat you worse than you would be treated if you were off:

due to an illness or injury. For example your employer cannot pay you less than you would have received if you were off sick.
due to some other reason.

However in this case it is only discrimination if your employer is acting unreasonably. For example, if your employer would agree to a request for time off for someone to attend their child's graduation ceremony, then it may be unreasonable to refuse you time off for part of a gender reassignment process. This would include, for example, time off for counselling.

Indirect discrimination

Indirect discrimination happens when an organisation has a particular policy or way of working that puts transsexual people at a disadvantage.

Sometimes indirect gender assignment discrimination can be permitted if the organisation or employer is able to show that there is a good reason for the discrimination. This is known as objective justification.

For example a local health authority decides that it will not fund breast implants. As a result the health authority refuses to provide this treatment for a woman undergoing gender reassignment even though she considers it essential to make her look more feminine. The same policy is applied to all women but puts transsexuals at a greater disadvantage. The health authority may be able to justify its policy if it can prove that it has legitimate reasons.

Harassment

Harassment is when someone makes you feel humiliated, offended or degraded because you are transsexual.

For example a transsexual woman is having a drink in a pub with friends. The landlord keeps calling her 'Sir' and 'he' when serving drinks, despite her complaining about it.

Harassment can never be justified. However, if an organisation or employer can show it did everything it could to prevent people who work for it from behaving like that, you will not be able to make a claim for harassment against it, although you could make a claim against the harasser.

Victimisation

This is when you are treated badly because you have made a complaint of gender reassignment related discrimination under the Equality Act. It can also occur if you are supporting someone who has made a complaint of gender reassignment related discrimination.

For example, a transsexual is being harassed by a colleague at work. He makes a complaint about the way his colleague is treating him and is sacked.

From <https://www.equalityhumanrights.com/en/advice-and-guidance/gender-reassignment-discrimination>

TRANSGENDER POLICY

The purpose of this policy is to ensure that across the St Neots Learning Partnership (SNLP) that;

- school staff and Governors are dealing with transgender matters inclusively and sensitively;
- we provide an inclusive environment for any transgender student
- we ensure all students are aware of and educated on issues of transgender

GENDER IDENTITY

Gender is a spectrum, which is not limited to male or female – but can span anywhere between these two binary points. A transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity. A female to male (*FTM, or trans male*) person will have been assigned as female at birth, but will identify their gender as male; a male to female (*MTF, or trans female*) person will be assigned as male at birth, but will identify their gender as female.

Transgender

This is a term used to describe people who identify with the opposite gender to which they were assigned at birth; however it is also an umbrella term which can include people who do not feel exclusively male or female (*non-binary*)(as is the term *genderqueer*). Gender can be fluid, and some children and students that do not relate to their assigned gender may never fully transition in to the opposite gender, but may choose to use alternative pronouns. For example, someone who is gender fluid but chooses to keep their sex as male, may prefer to be known by ‘she/her/hers’ pronouns. Others may prefer to be known by ‘they/them/theirs’.

Gender Dysphoria

This is a clinical condition that can present from a very early age and can only be diagnosed by a medical expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers to delay puberty, before being prescribed hormones of their desired gender. A transgender person may live their life without being, or needing to be diagnosed as having Gender Dysphoria. Diagnosis and treatment for young people is available from specialist Gender Identity Clinics (*GICs*) – of which are available in many locations across the UK. It must be understood that some people with Gender Dysphoria may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most or all young transgender people (and their families) will need some expert support as they grow up and develop.

“Gender expression” refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

“Gender nonconforming” describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous.

LEGISLATION

Data Protection Act 1998 (UK)

Information about a person's transgender status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed.

- Personal data must be looked after properly following the eight data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully.
- Failure to change a person's title, name and gender when requested could lead to the following offences under the Act.
 - Disclosure of personal information that is used, held or disclosed unfairly, or without proper security
 - Failure to ensure personal information is accurate and up-to-date
 - Processing of data likely to cause distress to the individual

The Human Rights Act

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

- Article 8: right to respect private life and family life.
- Article 10: freedom of expression.
- Article 14: the prohibition of discrimination.

The Gender Recognition Act 2004

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

Equality Act 2010 (Great Britain)

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as transgender).

Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to School and young people.

The Equality Act 2010 (2:1:7) states that:

“A person has the protected characteristic of gender reassignment if the 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."

The Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a student will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so.

Sex Discrimination (Gender Reassignment) Regulations 1999

- Individuals who intend to undergo, are undergoing or have undergone gender reassignment are protected from discrimination in work, school and vocational training (including higher education study).
- Less favourable treatment relating to absences arising from gender reassignment is unlawful if:
 - the treatment is less favourable than if it had been due to sickness or injury
 - the treatment is less favourable than if it had been due to some other cause and, having
 - regard to the circumstances of the case, it is reasonable not to be treated less
 - favourably.
- Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

DISCRIMINATION

As stated, The Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is Gender Reassignment.

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

SCHOOL ATTENDANCE

The SNLP will make reasonable adjustments to accommodate absence requests for treatment and external sources in line with our absence policy. Sensitive care will be taken when recording the reason for absence.

TRANSPHOBIA AND BULLYING

The SNLP 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 SNLP will hold annual training to ensure coverage of topics such as:

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

THE CURRICULUM

The issues connected to transgender will be visited for all students during curriculum time during the PSHE programme. These issues will also be touched upon during other subjects and annually through the assembly programme.

PHYSICAL EDUCATION

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young transgender person has the same right to Physical Education as other young people.

With regard to young transgender people at school or college, there should be reasonably few, if any, issues regarding participation within the sports of their gender identity. There may be sports where, as puberty develops, MTF transgender participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young transgender people from participating (which would be discriminatory).

It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a transgender person participating in full contact lessons is

appropriate towards the latter stages of puberty. This is something that the Trust will take a view on prior to the delivery of those lessons, in discussion with parents or guardians.

The use of changing room facilities will also be carefully considered. Facilities for transgender participants will be sensitive to their needs and also recognise the needs and

sensitivities of other students. When competing at another school or outside venue, school staff must ensure there appropriate sensitive provision available.

WORK EXPERIENCE

As already stated, the Equality Act 2010 encompasses every environment that pupils will be working in, therefore all placements should be aware of their duties and responsibilities.

Where the Trust is considering allowing a transgender young person to attend a

work experience placement the school will complete a suitable assessment on the potential placement to establish if there is any risk to the young transgender person, taking account of the young transgender person's right to privacy – as a general principle, personal information on the young person must not be shared. Each school in the Trust 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 guardians, will occur to find the most suitable way forward to ensure the placement is successful.

CHANGING/TOILET FACILITIES

There is provision in both Ernulf and Longsands academies for a unisex toilet. 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. There is a generally broad range of uniform available for all genders (i.e. girls and boys can wear trousers and skirts).

NAME CHANGING AND EXAM CERTIFICATION

If a transgender student wishes to have their preferred name recognised on school systems, this will be supported and will feed on to letters home, report cycles, bus pass information etc. Furthermore, the change of name and associated gender identity will be respected and accommodated by each Academy. It is a real indicator that the transgender student is taking steps to, or proposing to move towards a gender they feel they wish to live in.

Technically, students can be entered under any name with an Examination Board. However, it is a very complex matter. Once a result is accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names. It is possible for examination certificates to be issued in the preferred name, but any young person finding themselves in this position should discuss this issue with the exams officer and parents or guardians to ensure the best way forward. Schools and colleges are encouraged to ensure a strategy is agreed with the student and their parents or guardians, then agreed with the various Examination Boards prior to starting GCSE courses as some examinations may be sat in year 10 and the length of time the process re-registering may take. Schools will also need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN. It is possible for any documentation to be changed to reflect the chosen name of the young person. Changing the gender recorded on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport, it may be necessary for evidence of change of name to be produced. There are two ways in which this can be done: by deed poll and by statutory declaration. The Citizens Advice Bureau and other transgender support organisations will have more information on this subject. A person under 16 years of age cannot change their name legally without the consent of a parent.

VACCINATIONS

Students at both Academies will be given the option of any gender specific vaccinations to be carried out at the GP's surgery in order to eliminate any anxiety issues.

SCHOOL VISITS

Learning about different cultures and lives and taking part in activities may lead to overnight stays, both at home and abroad. Issues may arise for both young transgender students and other students but this must not mean transgender students cannot be included on the visit. Trip leaders will work with transgender students and their parents/carers to ensure that students are able to take part in any school visit.

SUPPORT IN SCHOOL (Longsands Academy)

Three members of school staff (one in each key stage) have undertaken training in order to assist them in supporting students who identify as being LGBTQ (lesbian, gay, bisexual, transgender, questioning) and a club was set up in September 2017 in order to provide help and guidance for students. We also hold the rainbow flag award and work in consultation with The Kite Trust (Tom Heffer) who support us with the weekly club.

SUPPORT IN SCHOOL (Ernulf Academy)

Our pupil support officers, in KS3 Ann Webb and KS4 Fiona Biddiscombe provide help and guidance to young people with any issues around the umbrella of LGBTQ. Further to this we are also assisted by Emily Pedlar our designated Young People's Worker who is fully trained in this field and she would support pupils in accessing the Kite Team at Bargroves which Tom Heffer runs.