



**Watford Grammar School for Girls**

# **Equality Policy**

**with reference to the Public Sector Equality Duty (PSED)**

<b>This policy adopted by Board of Governors</b>	<b>19.03.18 08.03.21 12.7.22</b>
<b>Next review date</b>	<b>01.07.24</b>
<b>Committee Responsible</b>	<b>Curriculum</b>
<b>Policy Category</b>	<b>Statutory</b>
<b>Template</b>	<b>WGGS</b>

## Contents

1. Vision and Values.....	3
2. Legislation and guidance .....	3
3. Identification.....	3
4. Roles and Responsibilities.....	4
5. The Public Sector Equality Duty .....	4
5.1. Eliminating discrimination.....	5
5.2. Advancing equality of opportunity .....	5
5.3. Fostering good relations.....	5
6. Equality objectives .....	5
7. Monitoring arrangements .....	6
8. Links with other policies .....	6
Appendix 1 : Equalities Report with reference to the Public Sector Equality Duty (PSED) ....	7
Appendix two: process for supporting students questioning their gender identity.....	15

## 1. Vision and Values

The aim of the school is to ensure that each student is encouraged to achieve academic excellence and fulfil their potential. Each student should be able to participate actively in all areas of school life, aiming to reach the highest standards in everything they do, within a framework of supportive pastoral care.

The core values of Watford Grammar School for Girls (WGGS) include a belief that all our students are of equal worth and concern. We value the diversity of our school: students and staff come from a wide variety of religious, ethnic and cultural backgrounds. We place great emphasis upon courtesy, respect, care and toleration. The school is a microcosm of what we would like society to be: a happy, caring collection of motivated hardworking individuals, capable of living together harmoniously, whilst recognising and respecting each others' differences.

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct this is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

## 2. Legislation and guidance

Our school is committed to meeting its public sector statutory duties. We understand that these duties apply to service delivery, employment and staff management as well as policy development and implementation.

The single Public Sector Equality Duty came into effect in April 2011 as a result of the Equality Act 2010. It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality.

The Equality Act 2010 brings together all existing equality legislations and covers both employees and students. We welcome our duties under the Equality Act 2010.

## 3. Identification

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics, and defined in [the Act](#)). The school will therefore, in its work on equalities, have regard to these nine characteristics, which are:

**Age**  
**Disability**  
**Gender reassignment**  
**Marriage and civil partnership**  
**Pregnancy and maternity**  
**Race**  
**Religion and belief**  
**Sex**  
**Sexual orientation**

Ofsted consider ‘the impact of what a school is doing to reduce any differences in progress and attainment between disadvantaged and other pupils with the same starting points’<sup>1</sup>. The school will therefore also consider the equality between the student body as a whole and the following groups:

**Pupil Premium Pupils**

**SEND** students

**EAL** students

**Other:** Depending on the numbers of pupils in the school this may also include Children Looked After or formally Looked After, Young Carers and Refugees.

## 4. Roles and Responsibilities

The Headmistress will:

- Ensure that the school sets rigorous and measurable equality objectives.
- Monitor the school’s success in achieving the objectives and report back to governors, through the Annual Equalities Report.
- Maintain a focus on issues of equality throughout the academic year. This may involve working with the leadership team to undertake interim reviews of work on this area, and setting short-term targets. The school wishes to be ambitious in its work, and to be able to respond rapidly as needs become apparent.

The governing board will:

- Ensure that the equality objectives and Annual Equalities Report are published.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headmistress

All school staff are expected to have regard to this policy and to work to achieve the objectives as set out in the Equalities Report.

## 5. The Public Sector Equality Duty

The Public Sector Equality Duty or “general duty” requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The school will consider this duty closely when setting its equality objectives, and reviewing its work in the Annual Equalities Report.

The school’s work to meet this duty will necessarily be dynamic. However, some key examples of how the school meets the duty are outlined below.

---

<sup>1</sup> School Inspection Handbook. Handbook for inspecting schools in England under Section 5 of the Education Act 2005. Published October 2017. Page 59.

## 5.1. Eliminating discrimination

The school works actively to eliminate discrimination, including in the following ways:

- Considering equality implications when developing, adapting or reviewing any policy.
- Publishing transparent admissions arrangements.
- Addressing prejudice-based bullying, in line with the behaviour and anti-bullying policies.
- Employing a range of teaching strategies to meet the needs of all students.
- Monitoring teaching materials to avoid potentially damaging negative language in matters such as race, gender, disability and sexuality.
- Monitoring applicant data as part of our recruitment processes to identify any impact of unconscious bias.
- Delivering staff training to support staff in combatting discrimination.
- Considering equality implications when planning educational visits (e.g. is the visit affected by religious holidays?)

## 5.2. Advancing equality of opportunity

The school works actively to advance equality of opportunity, including in the following ways:

- Monitoring the progress and outcomes of different groups of students – including the in the Annual Equality Report - and using this data to support school improvement.
- Ensuring that teaching materials, school displays and assemblies offer positive role models from a range of backgrounds,
- Implementing the attendance policy that recognises the right of pupils to take time off for religious observance, for up to 2 days.
- Meeting the needs of students and staff who wish to pray during the day.

## 5.3. Fostering good relations

The school works actively to foster good relations, including in the following ways:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching in RS, PACE and assemblies but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures.
- Encouraging student-led societies and initiatives which celebrate the diverse identities within the school.
- Celebrating the diversity of the school through the assembly programme.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, encouraging Form Groups and Year groups to adopt Charity action that promotes equality.

## 6. Equality objectives

The equality objectives will be set by the Senior Leadership Team as a result of analysis of equalities data. The objectives will be part of the School Development Plan and will be published on the school website. An example of an objective is found below:

**Objective :**

*Why we have chosen this objective:*

*To achieve this objective we plan to:*

*Progress we are making towards this objective:*

## 7. Monitoring arrangements

The current Equalities Objectives will be published each year in the Equalities Report. The Report will indicate progress towards the objectives

The report will be reviewed each year by the Curriculum Committee of the Governing Body.

## 8. Links with other policies

This policy links to the following policies:

- Accessibility plan
- Admissions
- Behaviour
- Attendance
- SEND

# Appendix 1 : Equalities Report with reference to the Public Sector Equality Duty (PSED)

## Part 1: School Characteristics

### A: Information about our students

<b>Age</b>	Age is not a protected characteristic within the school's provisions for students.																																																																																																																																																									
<b>Disability</b>	2.3% (33 students) have a recorded disability. The school makes adjustments for students with a disability.																																																																																																																																																									
<b>Ethnicity</b>	<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Number of students</th> <th colspan="3">% of population</th> </tr> <tr> <th>Jun-21</th> <th>Jun-22</th> <th>May-23</th> <th>Jun-21</th> <th>Jun-22</th> <th>May-23</th> </tr> </thead> <tbody> <tr> <td>Any other Asian background</td> <td>183</td> <td>190</td> <td>208</td> <td>13%</td> <td>13%</td> <td>14%</td> </tr> <tr> <td>Any other Black background</td> <td>5</td> <td>4</td> <td>4</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Any other ethnic group</td> <td>49</td> <td>46</td> <td>33</td> <td>3%</td> <td>3%</td> <td>2%</td> </tr> <tr> <td>Any other mixed background</td> <td>34</td> <td>31</td> <td>34</td> <td>2%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>Bangladeshi</td> <td>10</td> <td>11</td> <td>14</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>Black – African</td> <td>47</td> <td>49</td> <td>49</td> <td>3%</td> <td>3%</td> <td>3%</td> </tr> <tr> <td>Black Caribbean</td> <td>9</td> <td>8</td> <td>11</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>Chinese</td> <td>29</td> <td>22</td> <td>28</td> <td>2%</td> <td>2%</td> <td>2%</td> </tr> <tr> <td>Indian</td> <td>373</td> <td>403</td> <td>432</td> <td>27%</td> <td>28%</td> <td>30%</td> </tr> <tr> <td>Italian</td> <td>2</td> <td>4</td> <td>6</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Pakistani</td> <td>217</td> <td>228</td> <td>213</td> <td>15%</td> <td>16%</td> <td>15%</td> </tr> <tr> <td>Refused</td> <td>60</td> <td>56</td> <td>53</td> <td>4%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>Turkish</td> <td>2</td> <td>2</td> <td>3</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>White – British</td> <td>262</td> <td>251</td> <td>230</td> <td>19%</td> <td>18%</td> <td>16%</td> </tr> <tr> <td>White – Irish</td> <td>3</td> <td>3</td> <td>3</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>White and Asian</td> <td>47</td> <td>52</td> <td>53</td> <td>3%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>White and Black African</td> <td>7</td> <td>7</td> <td>7</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>White and Black Caribbean</td> <td>7</td> <td>8</td> <td>8</td> <td>0%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>White Other</td> <td>55</td> <td>56</td> <td>64</td> <td>4%</td> <td>4%</td> <td>4%</td> </tr> <tr> <td><b>Total</b></td> <td><b>1401</b></td> <td><b>1431</b></td> <td><b>1453</b></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Number of students			% of population			Jun-21	Jun-22	May-23	Jun-21	Jun-22	May-23	Any other Asian background	183	190	208	13%	13%	14%	Any other Black background	5	4	4	0%	0%	0%	Any other ethnic group	49	46	33	3%	3%	2%	Any other mixed background	34	31	34	2%	2%	2%	Bangladeshi	10	11	14	1%	1%	1%	Black – African	47	49	49	3%	3%	3%	Black Caribbean	9	8	11	1%	1%	1%	Chinese	29	22	28	2%	2%	2%	Indian	373	403	432	27%	28%	30%	Italian	2	4	6	0%	0%	0%	Pakistani	217	228	213	15%	16%	15%	Refused	60	56	53	4%	4%	4%	Turkish	2	2	3	0%	0%	0%	White – British	262	251	230	19%	18%	16%	White – Irish	3	3	3	0%	0%	0%	White and Asian	47	52	53	3%	4%	4%	White and Black African	7	7	7	0%	0%	0%	White and Black Caribbean	7	8	8	0%	1%	1%	White Other	55	56	64	4%	4%	4%	<b>Total</b>	<b>1401</b>	<b>1431</b>	<b>1453</b>			
	Number of students			% of population																																																																																																																																																						
	Jun-21	Jun-22	May-23	Jun-21	Jun-22	May-23																																																																																																																																																				
Any other Asian background	183	190	208	13%	13%	14%																																																																																																																																																				
Any other Black background	5	4	4	0%	0%	0%																																																																																																																																																				
Any other ethnic group	49	46	33	3%	3%	2%																																																																																																																																																				
Any other mixed background	34	31	34	2%	2%	2%																																																																																																																																																				
Bangladeshi	10	11	14	1%	1%	1%																																																																																																																																																				
Black – African	47	49	49	3%	3%	3%																																																																																																																																																				
Black Caribbean	9	8	11	1%	1%	1%																																																																																																																																																				
Chinese	29	22	28	2%	2%	2%																																																																																																																																																				
Indian	373	403	432	27%	28%	30%																																																																																																																																																				
Italian	2	4	6	0%	0%	0%																																																																																																																																																				
Pakistani	217	228	213	15%	16%	15%																																																																																																																																																				
Refused	60	56	53	4%	4%	4%																																																																																																																																																				
Turkish	2	2	3	0%	0%	0%																																																																																																																																																				
White – British	262	251	230	19%	18%	16%																																																																																																																																																				
White – Irish	3	3	3	0%	0%	0%																																																																																																																																																				
White and Asian	47	52	53	3%	4%	4%																																																																																																																																																				
White and Black African	7	7	7	0%	0%	0%																																																																																																																																																				
White and Black Caribbean	7	8	8	0%	1%	1%																																																																																																																																																				
White Other	55	56	64	4%	4%	4%																																																																																																																																																				
<b>Total</b>	<b>1401</b>	<b>1431</b>	<b>1453</b>																																																																																																																																																							
<b>Gender Reassignment</b>	We support any student towards gender reassignment. The school has developed a support plan for any students who are questioning their gender.																																																																																																																																																									
<b>Marriage &amp; Civil Partnership</b>	Marriage & civil partnerships are not protected characteristics within the school's provisions for students.																																																																																																																																																									
<b>Pregnancy &amp; Maternity</b>	The school will put support in place for any student who presents with this protected characteristic.																																																																																																																																																									
<b>Religion and Belief</b>	Religion is not recorded. The major religions are represented amongst the student body.																																																																																																																																																									
<b>Sex</b>	We are a girls' school. However, we respect the wishes of our students who choose to identify with a gender other than female and offer support as appropriate.																																																																																																																																																									
<b>Sexual Orientation</b>	We support all students regardless of sexual orientation.																																																																																																																																																									
<b>SEND</b>	Educational Health & Care Plan: 0.5% SEN Support: 4.4%																																																																																																																																																									
<b>Pupil Premium</b>	7.4% of students are eligible for Pupil Premium																																																																																																																																																									

## B: Information about our employees

Age	Number of staff			% of population			
	Teaching	Jun-21	Jun-22	May-23	Jun-21	Jun-22	May-23
	Under 20	0	0	0	0%	0%	0%
20-29	18	17	14	18%	17%	13%	
30-39	24	28	33	24%	27%	31%	
40-49	21	24	26	21%	24%	24%	
50-59	26	24	21	25%	24%	19%	
60 +	13	9	15	13%	9%	14%	
<b>Non-teaching</b>							
Under 20	11	12	11	9%	9%	8%	
20-29	12	12	13	10%	9%	9%	
30-39	10	14	18	8%	11%	13%	
40-49	25	23	23	21%	18%	16%	
50-59	42	46	47	35%	35%	33%	
60 +	21	24	29	17%	18%	21%	
<b>Total</b>	<b>223</b>	<b>233</b>	<b>250</b>				
<b>Disability</b>	The school makes adjustments for staff members with a disability.						
<b>Ethnicity</b>	Please see overleaf.						
<b>Gender Reassignment</b>	We support any member of staff towards gender reassignment.						
<b>Marriage &amp; Civil Partnership</b>	The school complies with its equalities duties in this regard.						
<b>Pregnancy &amp; Maternity</b>	The school complies with its equalities duties in this regard.						
<b>Religion &amp; Belief</b>	This is not recorded. A range of religions and beliefs are reflected across the staff body.						
Sex	Number of staff			% of population			
	Teaching	Jun-21	Jun-22	May-23	Jun-21	Jun-22	May-23
	Male	19	19	19	19%	19%	17%
Female	83	83	89	81%	81%	83%	
<b>Non-Teaching</b>							
Male	21	21	22	17%	16%	16%	
Female	100	110	119	83%	84%	84%	
<b>Sexual Orientation</b>	We are committed to supporting all staff members regardless of sexual orientation.						



Staff Ethnicity	Number of staff			% of population		
	Jun-21	Jun-22	May-23	Jun-21	Jun-22	May-23
<b>Teaching</b>						
Any other ethnic background	2	1	2	2%	1%	2%
Asian or Asian British, Any other Asian background	2	2	2	2%	2%	2%
Asian or Asian British, Indian	7	9	9	7%	9%	8%
Asian or Asian British, Pakistani	3	4	5	3%	4%	5%
Black or Black British, African	0	1	1	0%	1%	1%
Did not wish to be recorded	8	6	7	8%	6%	7%
Mixed White and Asian	1	0	0	1%	0%	0%
Mixed, any other mixed background	0	1	1	0%	1%	1%
Mixed, White and Black African	0	1	1	0%	1%	1%
White, any other White Background	4	6	5	4%	6%	5%
White, British	71	70	71	72%	69%	66%
White, Irish	1	1	3	1%	1%	3%
<b>Non-Teaching</b>						
Any other ethnic background	0	2	1	0%	2%	1%
Asian or Asian British, Any other Asian background	2	4	3	2%	3%	2%
Asian or Asian British, Bangladeshi	1	1	3	1%	1%	2%
Asian or Asian British, Indian	11	13	18	10%	10%	13%
Asian or Asian British, Pakistani	5	7	7	4%	5%	5%
Black or Black British, African	2	2	2	2%	2%	1%
Black or Black British, Caribbean	1	1	0	1%	1%	0%
Chinese	4	2	2	4%	2%	1%
Did not wish to be recorded	4	9	5	4%	7%	4%
Mixed White and Asian	1	1	0	1%	1%	0%
Mixed, any other mixed background	0	0	0	0%	0%	0%
Mixed, White and Black African	0	0	0	0%	0%	0%
Mixed, White and Black Caribbean	1	0	0	1%	0%	0%
Not Obtained	1	1	1	1%	1%	1
White, any other White Background	7	14	13	6%	11%	9
White, British	70	71	62	61%	54%	44%
White, Irish	4	3	2	4%	2%	1

## Part 2: Examples of actions, 2022-23

### Eliminating Discrimination

#### Raising awareness:

- Solutions not Sides workshops have now become an embedded part of the History curriculum and will take place in July 2023 for Y9.
- StandUp! delivered workshops on the Equalities Act and protected characteristics in the Autumn Term. These are embedded as part of the Y9 PSHE programme.
- Bold Voices Workshop was delivered to Y13 in collaboration with WGBS in the Autumn Term. The focus was on sexual harassment and violence. These workshops are planned to be delivered to Y13 and Y8 in the next academic year.
- The PACE programme has been developed to embed the following:
  - 'Show racism the red card' campaign
  - Diversity Week
  - Racism around me
  - Raising awareness of microaggressions
  - Incorporating Just Like US resources into the Schemes of Work
  - Using Herts Services of Young people to discuss LGBTQ+Advisors from Herts for Learning have worked with the PSHE lead to review the curriculum further.
- An Equalities and Diversity sub-committee of the School Council was established as a way of gaining student voice.
- Black History Month assemblies were led by the Afro-Caribbean Society to raise awareness of uncelebrated black figures in history. The organised a poster competition to run alongside this theme.
- The Headteacher and Deputy Headteacher took part in a 6-month programme facilitated by Herts for Learning to raise awareness of racial inequity in schools.

#### Dealing with instances of discrimination:

- A protocol for students to follow if they encounter prejudice-based behaviour has been developed, and the School Council are working on publicising this across the school.

#### Curriculum:

- An Audit of the curriculum following the Diversity training in the autumn of 2021 showed:

#### Policies:

- The Anti-bullying Policy establishes the principle that all students should feel safe in school.
- The Pay Policy acknowledges, explicitly, the need for all pay decisions to be informed by the school's Public Sector Equality Duties.
- The Uniform Policy has been updated to clarify guidelines on hair colour. This has been done to remove possible misinterpretation which could result in discrimination.

### Advancing equality of opportunity

#### Meeting the needs of particular groups:

- A multi-faith prayer room is provided and managed by the Inter-Faith coordinator.
- A range of student societies have provided a safe space for students to explore issues of identity. These have included J-Soc, I-Soc, Spectrum (LGBTQ+) and ACS (Afro-Caribbean Society).
- The Hive has continued to function as an appropriate safe space for supporting students with a range of needs. It has been particularly important for supporting students with ASD.
- Regular 'Spotlights on SEND' have been delivered by the SENDCO to update staff on the latest research and best practice around SEND inclusion and teaching.
- The curriculum has been adapted to meet the needs of a small number of students with disabilities.
- There has been adaptation of the school site to improve access for wheelchair users on south site.
- The DSP team has worked closely with the SENDCO, Exams Officer, Heads of Year, and outside professionals from CAMHS, to ensure that the particular students, who can be considered as having a disability on account of their mental health diagnoses, are supported appropriately.
- The Equality and Diversity Sub-Committee were involved in the review of the Accessibility Plan, enabling input from the whole student population.

#### Ensuring excellent achievement for all:

- School attainment data has been analysed regularly to consider the performance of specific student groups, and appropriate actions planned as a result. A summary analysis of and student attainment data forms part of this report.

Promoting positive messages:

- Displays around the school promote positive messages about the diversity. There are many displays about the achievements of girls and women, and also current displays about Black History month, and diversity in the ancient world.

**Fostering good relations**

Celebrating diversity

- Assemblies have celebrated the diversity of our community, with assemblies covering Lent, International Women's Day, Holocaust Memorial Day and Ramadan.
- A diversity calendar, noting days of importance to particular communities, now forms part of the school bulletin.
- The library:
  - has promoted several diversity events e.g. LGBT+ History Month, Black History Month, International Women's Day.
  - has created a 'see yourself' display to promote books who feature ethnic minority characters or written by ethnic minority authors.
  - is working to improve the diversity of the stock.

Building links with the local community

- Students have been involved in a range of activities within the local community, which help build relations between different groups. These included an extensive collection for a local food bank at harvest and the Big Spring Clean up which saw students collecting litter around Watford.
- The school hosted a charity Iftar meal in March 2023, which was attended by families and the wider community.
- J-Soc hosted a Chanukah event with WGBS in December 2022.

Curriculum:

- The RS curriculum allows students to develop knowledge and understanding of a range of religious traditions.

### Part 3: Equality Objectives

Objective:	Protected Characteristics	Key Outcome(s):	Why we have chosen this objective:	To achieve this, we plan to:	Progress we are making towards this objective:	Timeline
To review and, where necessary, update our curriculum to ensure that they are representative of all protected characteristics.	All  Eliminating Discrimination, Fostering good relations	<ul style="list-style-type: none"> <li>• Curricula in all departments reflect the profile of the school.</li> <li>• Students report that the curriculum supports their understanding of diversity.</li> </ul>	We want all students to feel a sense of belonging. We want them to see themselves reflected in what they are learning and feel that the curriculum has relevance.	<ul style="list-style-type: none"> <li>• Use audit to identify the SoWs to prioritise for improvement.</li> <li>• Provide guidance and support for departments where diversification is not as obvious e.g. maths</li> <li>• Conduct student voice on the diversity of the curriculum.</li> <li>• Re-audit the curriculum to identify impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of the curricula in all departments against the 9 protected characteristics to identify strengths and areas for development (Feb 2023).</li> <li>• Adaptations have already begun to diversify the curriculum. This is however easier in some departments than in others.</li> <li>• HfL Diversity advisors have worked with the PACE coordinator to review the curriculum in this area.</li> <li>• ST and KC have conducted school visits to see how they have diversified their curricula.</li> </ul>	Ongoing Programme of review and improvement.  By July 2025, curriculum audit will show a greater representation of all 9 protected characteristics.
To review relevant school policies and publications to ensure they clearly reflect the diversity of the school and reflect the aim of inclusivity.	All  Eliminating Discrimination, Advancing Equality of Opportunity	<ul style="list-style-type: none"> <li>• School policies and publications are reflective of the school community.</li> </ul>	We want to emphasise commitment to inclusion, equality and diversity through what people see and experience when they visit our school.	<ul style="list-style-type: none"> <li>• Take new images for the school website and prospectus which exemplify the school's diverse community.</li> <li>• Using data which has informed the PSED, review and add any necessary actions related to equality and inclusion to the SDP.</li> <li>• Ensure that when policies are</li> </ul>	<ul style="list-style-type: none"> <li>• School values have been rewritten. They include a stronger focus on inclusivity.</li> <li>• Reviewed the uniform policy to ensure that language related to hair colour and style are inclusive.</li> </ul>	Publications – July 2024 Policies - ongoing

				<p>renewed, we are considering inclusion.</p> <ul style="list-style-type: none"> <li>To apply for the Bronze Equality Mark.</li> </ul>		
To improve access to the school site for disabled users.	<p>Disability</p> <p>Eliminating Discrimination, Fostering good relations</p>	<ul style="list-style-type: none"> <li>Disabled parking available on the North Site</li> <li>Hearing Loop Induction system installed in the Main Hall</li> </ul>	We want all users of the site to feel welcomed and be able to participate fully in school events through improved access.	<ul style="list-style-type: none"> <li>Identify and reassign 2 bays on the North Site for disabled parking.</li> <li>Identify potential funding stream for Hearing Loop Induction system.</li> <li>Install Hearing Loop Induction System in the Main Hall.</li> <li>Update site map to highlight accessibility points.</li> </ul>	<ul style="list-style-type: none"> <li>An access ramp and automated door have been installed on the south side of the main building to improve access for disabled users.</li> </ul>	July 2024
Continue to widen the extra-curricular programme to ensure that students from all ethnic backgrounds are engaged and participating.	<p>All (in particular race and disability)</p> <p>Eliminating Discrimination, Advancing Equality of Opportunity</p>	<ul style="list-style-type: none"> <li>All students are engaged in at least one club/society.</li> </ul>	We recognise the benefits that extra-curricular participation can have on students' enjoyment of school and access to opportunities later in their educational career.	<ul style="list-style-type: none"> <li>Use online platform to track and monitor attendance at clubs and/societies.</li> <li>Intervene where students are not engaged in at least one activity.</li> <li>Collect student voice (especially from those who are less engaged) to identify any additional extra-curricular opportunities we could offer.</li> <li>Engage with parents to promote the value of clubs.</li> </ul>	<ul style="list-style-type: none"> <li>We are in the process of setting up Squad In Touch to allow staff to take weekly registers electronically.</li> <li>New programme of clubs and/societies is being collated for the academic year 2023-24</li> </ul>	July 2027

Future considerations: To ensure that applicants from a wide range of backgrounds apply to WGGs. Monitoring equalities data to identify and eliminate unconscious bias.



# Appendix two: process for supporting students questioning their gender identity

## 1. Introduction and legal framework

This appendix outlines how the school will support transgender and gender questioning students. It aims to build on practice already in place to meet the school's legal obligations under the Equality Act 2010, the Gender Recognition Act 2004, UK GDPR, and the Data Protection Act of 2018.

### 1.1. The Gender Recognition Act, 2004

The Gender Recognition Act 2004 contains provisions for the process by which a person can obtain a Gender Recognition Certificate, in order to amend their original birth certificate to reflect their acquired gender. This can only occur after a person reaches 18 years of age.

### 1.2 The Equality Act, 2010

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 specifically refers to schools and young people and provides that it is unlawful for the 'responsible body' of a school to discriminate against, harass or victimise a student or prospective student. This means that it is unlawful for the school to treat students less favourably because of their gender reassignment.

The Equality Act 2010 (Part 2: Chapter 1: Section 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.

## 2. School aims in supporting transgender and gender-questioning students

We recognise that each student is unique, and we will treat each transgender or gender-questioning student as an individual, listening carefully to their views. For each student, we shall put in place an individual support plan, which identifies needs and strategies for support.

In devising individual support plans, we shall have a number of key aims:

- To ensure that the student does not experience discrimination or prejudice-based behaviour in school.
- To ensure that the student is supported to play a full and active part in the life of the school.
- To ensure that the student is, as appropriate, supported to access external professional support.

## 3. Guidance, training and support for staff

Guidance, support and training will be provided to staff to ensure that the school's obligations to transgender students are met.

Individual staff (teaching and support) will be encouraged to attend appropriate training session to be able to support the needs of the transgender student and the wider school community.

#### **4. The individual support plan**

Support for a young person will begin when they choose to make the school aware that they are transgender or gender-questioning.

A member of pastoral staff – normally the Head of Year – will meet the student to listen to their needs as an individual, and to put in place an individual support plan.

The plan will include some key elements, which are outlined in further detail below.

- A record of the name and pronouns by which the student wishes to be known at school.
- A record of the young person's wishes around information sharing with parents.
- A record of any needs the young person may have in their life in school - or beyond school - as a result of their transgender or gender-questioning identity, and an action plan to manage these needs.
- A named individual who will maintain regular check ins with the young person.

The plan will be uploaded to CPOMS, as this is the central repository of all pastoral information for a student.

#### **4.1 Names and pronouns**

In preparing the support plan, the member of staff will ask the student the name and pronouns which the student wishes to use in school.

The member of staff will make clear that the school is keen to support the use of a preferred name. They will also highlight, however, that frequent changes of preferred name create a potential safeguarding concern, as there is a risk that a student who has been known by several different names will be mis-identified. For this reason, it is important that, when a preferred name is recorded, it is one which the student judges they will be comfortable with for a sustained period of time.

The preferred name and pronouns will be recorded on SIMS, and staff made aware.

If the young person does not consent for their preferred name and pronouns to be used with parents, then the school has a legal duty to avoid doing this, as outlined in section 4.2 below. On SIMS, it will be recorded clearly next to the preferred name and pronouns whether these can be used with parents. In instances where the name and pronouns cannot be shared, school communications with parents – such as reports – will continue to be issued with the student's legal name. Staff will be advised to check carefully whether a preferred name can be used with parents before contacting home.

#### **4. 2 Information sharing with parents**

The member of staff preparing the support plan will outline the fact that it is likely to be in the best interests of the young person if information known to school is shared with parents. There are many reasons for this:

- It avoids the possibility of parents finding out unexpectedly and in an unmanaged way. A student who uses a preferred name and pronouns in school may find this will become known to parents accidentally e.g. through friends using it.



- It allows parents to support the young person at home. The young person spends far more time in the home environment than in school.
- It avoids the young person needing to manage the challenges of a ‘double identity’, which may clearly have an impact on mental health.

The member of staff will explain that the school can support the young person in sharing this information.

If, however, the young person is unwilling to share information with parents, then the school recognises that under the UK-GDPR and Data Protection Act 2018, sharing information about names, pronouns and transgender status with parents would be illegal, unless another lawful basis exists.

The support plan will record clearly what decisions the young person has reached about information sharing. If the young person wishes for support in sharing information with parents, the plan will outline how the school will work with the student to do this.

#### **4. 3 Needs arising from transgender/gender-questioning status**

The member of staff preparing the support plan will ask the young person whether they have any needs – in school or beyond – which arise because of their transgender or gender-questioning status. They will record these, and log a plan to support the student.

This section of the plan will, necessarily, respond to the needs of the individual. The member of staff preparing the plan may need to liaise with the safeguarding team, and the school may need to take further advice, depending on the issues which arise. However, some possible issues which may be raised are:

- The young person has experienced prejudice-based behaviour in school. In this case, the member of staff should log this on CPOMS, and it will be actioned in line with our policy on such behaviour.
- The young person is concerned about how friends will react to their gender questioning or transgender status. The member of staff should explore with the student how to manage this, drawing on existing good practice in pastoral work about how to help a young person share sensitive information with peers.
- The young person has experienced prejudice-based behaviour outside of school. This should be logged on CPOMS, and will be actioned by the safeguarding team.
- The young person wishes to access professional support outside of school.

The member of staff will also check with the student about whether participation in swimming lessons, or PE, poses particular challenges. There is more information about these in section below, and how the school will respond in these circumstances.

#### **4. 4 Named individual for ongoing support**

The student will identify a named individual member of staff – often the Head of Year – who will complete subsequent welfare check ins. During these check ins, the member of staff should check to see whether further concerns, as in section 4.3, have arisen.

These check ins will be logged on CPOMS, in line with our established practice around regular pastoral check ins.

## **5. Sports and Physical Education**

Sports and Physical Education is an integral part of the school's curriculum incorporating the physical and mental well-being of students. A young transgender person has the same right to Physical Education as other young people. With regard to transgender students, there should be reasonably few, if any, issues regarding participation within the sports of their acquired gender. If a student is binding their chest, they should be monitored carefully during particularly physical activities and in hot weather. There is a chance that the binding could cause discomfort or even impair breathing. Short breaks from activity could be offered discretely.

When competing at another school or outside venue, school staff must try to ensure there is appropriate sensitive provision available. The school may also refer to the relevant governing sporting body for further advice and guidance.

## **6. Swimming lessons**

Students will be expected to participate in swimming lessons. A risk assessment will be carried out to consider appropriate changing facilities and clothing.

## **7. Toilets**

Transgender students may prefer to use the school's gender-neutral facilities which are labelled appropriately.

## **8. School uniform**

Transgender Students will be expected to adhere to the school's policy on School uniform and may wear trousers or skirts as preferred.

## **9. 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 transgender students, but this must not mean transgender Students cannot be included on the visit. Consideration should be given in advance of any additional needs to ensure the transgender student is fully included. The sleeping arrangements will be considered before a visit is undertaken; it is possible that the transgender Student would prefer to have a separate room etc. Each individual case and visit needs to be considered separately and discussions will happen well in advance, with all appropriate bodies, linked to the accommodation available. Where a transgender student is travelling abroad as part of a visit the school will consult with the relevant authorities to obtain guidance around any cultural and/or social issues which may require further consideration.

Details of work undertaken to support the student in engaging with school visits will be recorded as an additional section to the Individual Support Plan.

## **10. Safe space**

The School's LGBTQ society will offer a safe and supportive environment.