

# The Cumberland School Newham



Determined, ambitious learners

## EQUAL OPPORTUNITIES

<b>Adopted:</b>	<b>September 2017</b>
<b>Next Review:</b>	<b>September 2018</b>
<b>Governing Committee:</b>	<b>Finance &amp; General Business</b>
<b>Responsibility:</b>	<b>Ms Dineen</b>

## 1. Context

We, as a school community, are committed to equal opportunities within the structure of the school and to providing equal access to learning and opportunities for all our pupils in every area of the curriculum and school life in general.

**Mission Statement:** Determined, ambitious learners

### **Vision:**

To equip every Cumberland pupil with the knowledge and skills to develop as individuals, to contribute as citizens and to build happy and fulfilling lives.

To achieve this Vision we will:

- Promote learning as an exciting, independent and life long activity and broaden pupil **horizons** and **aspirations**.
- Allow pupils to **develop** academically, physically, artistically, creatively and emotionally.
- Provide a **curriculum** that motivates and meets the needs of all pupils.
- Use all aspects of school life as a means to **raise self esteem, attainment** and **achievement**.
- Develop skills in **literacy, numeracy** and **ICT** as keys to success.
- Promote an **inclusive** school with **equality of opportunity** for all regardless of race, religion, gender, colour, sexuality or disability.
- Maintain a school ethos and climate of care and commitment to one another, where individuals are **valued**, feel safe, happy and have their achievements celebrated.
- Support pupils with **additional needs** or talents and provide mentoring, counselling and support for those pupils and families to **remove barriers to success**.
- Promote good Citizenship with the values of **responsibility, courtesy, co-operation** and **respect** at the core.
- Develop **links** with the wider community, local schools, business and industry, to extend learning opportunities and provide our pupils with **wide ranging opportunities**.

Our day to day work should reflect and help us move towards the schools Mission and Vision.

- ## 2. Department Action Plans for Equal Opportunities (E.O.) Implementation.
- refer to Departmental Handbooks.

## 3. Priorities

Our priority is to raise achievement, expectations and attainment from all pupils.

The following documents are available from the Leadership Group Curriculum Manager, the Headteacher and/or are readily available in every classroom.

- i Curriculum input and management of learning input in Department handbooks
- ii LA Admissions Policy
- iii Cumberland Code and classroom management rules.

#### **4. Whole School**

##### **Action Plans for Equal Opportunities Implementation**

Resourcing for a large and increasingly diverse school community.

#### **5. Curriculum Strategy for Pupils for whom English is an Additional Language.**

The current English Language Support (ELS) are four full time teachers and two EAL teaching assistants. We also have an EAL learning mentor/teaching assistant. Additional support may be received from specialists (Refugees, Special Needs or Central Team Postholders).

The work of the school's ELS teacher involves:

- Assessment and monitoring of all bilingual pupils.
- Partnership teaching and development of curricular materials.
- Ensuring appropriate pastoral provision is made for bilingual pupils.
- Providing and facilitating informal and formal in service training to staff.
- Contributing to the induction programme.

Assessment is carried out through observation of pupils and their work during the year, with reference to any primary records.

Partnership teaching is established and developing. In class support is arranged in response to groups with greater pupil needs. Currently all partnership and in class support is reviewed termly. Some initial literacy teaching takes place on a one to one basis during tutorial time and occasionally in small withdrawal groups. An induction programme has been put in place to support mid-phase admissions.

Curricular materials are prepared and/or disseminated in partnership teaching and other contexts. Originals are held by the ELS postholders.

Approaches to pastoral care are discussed with the appropriate staff. A procedure policy for the admission and induction of bilingual and refugee pupils has been put in place.

**6. Monitoring**

See monitoring in Department Action Plans.

**7. Special Educational Needs**

SEN Policy and Code of Practice (The Code of Practice is available from the Special Educational Needs Co-ordinator).

## **8. Equal Opportunities Co-ordinator**

Mrs Gillian Dineen, Headteacher

## **9. Assessing Standards of Achievement**

See “Assessing” in Recording, Reporting and Assessment Policy.

## **10. Racist and Sexist Behaviour and other forms of Discrimination**

The school has a clear procedure for dealing with racist or sexist behaviour, or other forms of discrimination, within our whole school approach of valuing every child.

- a) Pupils who are subjected to harassment, need support and a feeling of security. Staff observing incidents of racism, sexism or other discrimination, must intervene and speak strongly to offenders, explaining why their behaviour is inappropriate. The behaviour should then be reported to the Heads of Year who enters it on to the school central records and then decides on a suitable course of action. The school Referral System enables teachers to record racist behaviour, sexist and other discrimination.
- b) Teachers who are subjected to harassment e.g. ethnic minority or women teachers should always report the incident, however minor it might appear, directly to a Deputy Head, or to a colleague who should report it to a Deputy Head. The Deputy Head will take immediate action and record the incident and action.
- c) Reports by staff, pupils and by parents of racist, sexist or other discriminatory behaviour must always be fully investigated and recorded, together with the action taken by the Head of Year, except in the case of a complaint against a member of staff, which will be investigated by a Deputy Head.

In this area, in order for the policy to be effective it is vital that staff never ignore an incident. Even if a member of staff deals with it on the spot (for example, use of racist or sexist language) he/she should still report it on the school’s incident referral system or directly to a Deputy Head or Head of Year, who is in a better position to decide on suitable action, for the incident maybe a small part of a larger pattern.

The Headteacher is responsible for keeping the racist, sexist and homophobic incident books. They are kept in her office.

## **11. Gender Equality**

The Gender Equality Duty came into force in April 2007 to promote gender equality and eliminate sex discrimination.

Our Anti Bullying and Equal Opportunities Policy support these aims. Our

monitoring and data collection procedures enable us to identify inequalities in all areas and this includes Gender Equality.

## **12. Transgender Policy and Protocols**

This policy has been formulated to provide guidance and policy advice to staff, pupils and managers about transsexual and gender reassignment issues. This policy applies to all members of the Cumberland Community.

### **What is gender reassignment?**

There are a small number of people in the United Kingdom whose gender identity does not match their appearance and/or anatomy. This is sometimes called gender dysphoria, or gender identity disorder. People with this medical condition who decide to adopt the opposite gender to the one assigned at birth are known as 'transsexual people'. Medical treatment to enable transsexual people to alter their bodies to match their gender identity is highly successful. The process is known medically as 'gender reassignment'. Transsexual also includes persons living in their new gender, but who have elected for personal reasons not to undergo surgical treatment. Transsexualism is not the same as, and should not be confused with, 'cross dressing', transvestism, or sexual orientation. Transsexualism is not a life style choice, nor a facet of sexual orientation, nor a disease.

The Equality Act 2010 has strengthened and streamlined previous equalities legislation. Gender reassignment is one of the nine protected characteristics within the Act and is also included in the Public Sector Equality Duty. The Equality Act 2010 provides protection against direct and indirect discrimination, discrimination by association, discrimination by perception, discrimination in cases of related absence from work, and all forms of harassment and victimisation.

### **Information:**

Trans is an inclusive term for people who identify themselves as transgender or transsexual. The word trans can be used without offence (as an adjective) to describe people who:

- Are undergoing gender reassignment
- identify as someone with a different gender from that in which they were born, but who may have decided not to undergo medical treatment
- choose to dress in the clothing typically worn by the other sex

### **Aims:**

- Cumberland School is committed to being fair and inclusive and will not discriminate against an applicant, employee or pupil who is undergoing, or who has undergone, gender reassignment or who is going through issues to do with gender dysphoria.
- Transsexual staff are entitled to be treated with respect and permitted to perform their roles free from harassment and unfair discrimination. The Cumberland School views harassment or discrimination against any pupil or member of staff on any grounds as a serious disciplinary offence.
- Cumberland is committed to complying with relevant legislation

and codes of practice as a minimum benchmark. Wherever possible we strive to exceed legislative requirements by developing policies and procedures that help us to achieve our aim of being a working environment that is fair and supportive to individual needs and one which expects all staff and pupils to be treated with fairness, dignity and respect.

### **Responsibilities**

- All members of the school community are responsible for helping to ensure that individuals do not suffer any form of discrimination as a result of their gender reassignment, and that they are supportive of individual needs. Every person working for Cumberland will be accountable for the operation of this policy as they carry responsibility for their own behaviour and actions, on and off site during working hours or any activity associated with us.
- All staff in a managerial position are responsible for seeking to prevent any infringement of the policy amongst the staff for which they are responsible and taking action where appropriate.
- The Leadership Team in conjunction with HR will be responsible for providing training on this policy.

### **Supporting Pupils**

- The school fully supports any pupil going through issues to do with gender dysphoria. The school will work with all groups inside and outside of school, to support pupils and to ensure that their education is not adversely affected during what can be a stressful time for pupils and families. The school will also ensure that pupils are protected and safe in school. Confidentiality will be maintained at all times.
- Complaints from pupils relating to harassment and bullying will be dealt using the school's behaviour policy in conjunction with this policy.

### **Supporting Employees**

- A member of staff going through the process of gender reassignment can seek support from their line manager or the Head teacher. It is a matter of personal choice as to who should be contacted, an action plan to cover the period of their transition will then be drafted. Confidentiality will be maintained at all times, for staff who may be undergoing transition, or have in the past undergone gender reassignment.
- All members of staff should try to refer to the transsexual person by their new name and use pronouns appropriate to their new gender role.
- If a member of staff is in a possession of a gender recognition certificate it is unlawful to disclose their transgendered status without their consent.

### **Transition Action Plan for staff**

- The staff member and the Headteacher will write an action plan together for managing the transition to the opposite gender from the

one assigned at birth, whilst they are at the school. This will include agreeing dates of transition and communication plans, the school being guided at all times by the individual's preferences. Under no circumstances should any communication or actions be taken without the explicit consent of the individual. These action plans, together with any other notes of the meeting, must be kept strictly confidential in the individual's personnel file or pupil file, as appropriate. After a person has successfully transitioned into their new gender role, or obtained a gender recognition certificate, these records will be destroyed.

### **Use of single sex facilities**

- An action plan and a discussion with the individual will agree the point at which the use of facilities such as toilets should change from one sex to the other. A transsexual employee should not be invited to use disabled toilet facilities, nor facilities of their former gender.

### **Media Interest**

- Staff and pupils are advised to maintain strict confidentiality and not provide any information. Any media queries should be addressed to the Headteacher.

### **Sickness and Absence**

- In putting together the transition action plan the time the employee will need in order to undergo gender reassignment treatment should be discussed. When the individual is absent for treatment or surgery then normal sick pay arrangements or absence arrangements should apply. The normal policy for medical appointments should also apply, flexibility should be offered. A sick note will be required, but the sick note does not need to state the procedures performed.
- For the individual, living with transsexualism produces similar personal responses to those associated with any other life-altering condition, which will naturally lead to some individuals suffering stress. However once the issues are identified and gender reassignment commences, such problems are usually resolved.

### **DBS**

- The DBS has developed a separate application procedure, which allows transsexual applicants to exclude previous names from the Disclosure Application form. However, applicants will still be required to send details of their previous identity in a separate letter directly to the 'Sensitive Casework Team'.

### **Pre-employment**

- Individuals who have already adopted their new social gender have no obligation to inform the Cumberland of their change. Job applicants and interviewees will not be asked their transsexual status.

## **APPENDIX A**

### **Action Plan to support staff transitioning gender**

- Does the staff member feel comfortable continuing in their current role? Are there any temporary or permanent changes to the role which should be considered to support the employee?
- What is the expected timescale of the medical and surgical procedures, if known?
- Is any time off required for medical treatment? If so how will this be dealt with?
- What will the employee's new title and name be?
- When do they wish to start using this name and title? Will there be any phasing?
- When do they wish to start dressing and presenting as their acquired gender? Again will this be phased? (This may not necessarily be the same date as above.)
- Are there any dress codes which need to be considered?
- When does the employee wish to use toilet and changing facilities appropriate to their acquired gender? Please note disabled toilets should not be suggested as an alternative.
- When, how and which Human Resources records and or systems will need amending?
- When and how should colleagues be informed of the transition?
- Is there any education material which could be used?
- If this action plan is not drawn up with input from line manager/and or Human Resources consider how and when they might need to be involved.
- If any bullying or harassment occurs how will it be dealt with?

### **Actions Agreed**

### **Date of next meeting**

## **Appendix B**

### **Action Plan to support a pupil going through issues to do with gender dysphoria**

- Does the pupil feel comfortable in school? Are there any temporary or permanent changes which could be considered to support them?
- What will the school do to support the pupil with the issue of use of toilets and changing facilities?
- How will this information be shared with staff, if at all?
- Is there any education material which could be used to support the pupil?
- What work will be done with other pupils to ensure the pupil is supported appropriately?
- If any bullying or harassment occurs how will it be dealt with?

### **Actions Agreed**

### **Date of next meeting**

## **Sources of useful information**

### **The Gender Trust**

[www.gendertrust.org.uk](http://www.gendertrust.org.uk)

The trust is recognised as an authoritative centre for professional people who encounter gender identity related issues in the course of their work.

### **Transgender Zone**

[www.transgenderzone.com](http://www.transgenderzone.com)

## **Support for transsexual persons**

### **Press for Change**

[www.pfc.org.uk](http://www.pfc.org.uk)

Press for Change is a political lobbying and educational organisation, which campaigns to achieve equal civil rights and liberties for all transgender people in the United Kingdom through legislation and social change.