



# Equality, Diversity and Inclusion Policy

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## Introduction

At Rugby High School, we set heights in our heart.

While striving for excellence for all, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that all our students understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful.

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

Rugby High School is a school community which has care and respect for others at the heart of its ethos. This ethos informs all decisions, actions and interactions within the school community. The impact of this ethos is to create a school in which individuals are valued and appreciated for what they can contribute, in which their individuality is celebrated and in which acceptance, understanding and compassion thrive.

The governors of Rugby High School acknowledge the duties that they have under the Equality Act 2010 to have due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low for students and staff in relation to protected characteristics: race, disability, sex, age (in relation to staff only), religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. Governors acknowledge their duty to make reasonable adjustments for employees and students in relation to these protected characteristics. This document captures some of the ways in which they do this.

The governing body acknowledges its responsibility under the Act when making decisions and developing policies, to ensure that it:

- eliminates discrimination (direct and indirect), harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- advances equality of opportunity between people who share a protected characteristic and people who do not share it
- fosters good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Governors will consider equality implications before and at the time that they develop policy and take decisions; not as an afterthought, and will keep equality implications under review. The analysis necessary to comply with the public sector equality duty will be carried out rigorously and with an open mind and reported to the relevant committee of the governing body on a regular basis (at least yearly).

The governing body will publish information to demonstrate how it is complying with the equality duty annually. It will also publish one or more specific and measurable equality objectives. In addition it will prepare a three year equality access plan. It will review progress towards meeting the plan's objectives at least annually. This document links to the Equality Act 2010 which states that it is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

#### **What is meant by Diversity and Inclusion?**

- Diversity and Inclusion goes beyond equality:
- Diversity is about taking account of the differences between people and groups of people and placing a positive value on these differences
- Inclusion describes an individual's experience within the workplace or in wider society and the extent to which they feel valued and included

#### **Links to other Policies**

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

- Equalities Duty and Equalities report
- Anti-Bullying Policy
- Behaviour Policy
- E-Safety and Policy
- Health and Safety Policy
- Recruitment Policy
- Safeguarding and Child Protection Policy

- Ethos and Values Statement
- Whistle Blowing Policy
- SEND Policy
- Admissions Policy
- Uniform Policy
- Data Protection Policy

### **Rugby High School's statement on diversity and inclusion**

Rugby High School values diversity. By respecting and using diversity we can maximise our impact through meeting individual needs and staying in touch with the changing society in which we study and work. Our aim is to be an inclusive organisation in which each individual feels valued and included in all aspects of school life.

Our school is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all students and staff.

We are committed to promoting a positive and diverse culture in which all students and staff are valued and supported to fulfil their potential irrespective of their age, disability, race, ethnicity, religion, belief, sex or sexual orientation, gender and gender identity.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our students, staff and visitors.

We oppose all forms of unfair and unlawful discrimination, acts of prejudice, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

We encourage all students and staff to speak out against any form of behaviour which they believe to be prejudicial or discriminatory. Students can report to any member of staff. Staff members should report concerns to the Headteacher in the first instance.

All staff recognise and fulfil their personal role in making Rugby High School a genuinely inviting and inclusive organisation.

We have decided to adopt this policy to sit alongside the statutory Equalities Duty, because we recognise the need to outline our understanding and expectations as the diversity of our community develops and grows.

### **Our commitment to diversity and inclusion**

Rugby High School has a commitment to diversity, which is about:

- Recognising and valuing difference
- Recognising and seeking to redress inequality and disadvantage
- Treating all in a fair, open and honest manner
- Recognising the right of staff, students, parents and all members of the school community to be treated with dignity, kindness and respect

Rugby High School is committed to inclusion which is about:

- Educating all our school community about aspects related to inclusion: e.g. cultural and religious diversity and gender identity
- Equality of opportunity
- Tackling discrimination and disadvantage
- Tackling harassment and intimidation
- Making staff and student bodies more representative of the diverse communities that make up our school

### **Our commitment to tackling discrimination**

Rugby High School does not tolerate less favourable treatment on the grounds of sex, gender, gender reassignment, gender identity, age, race, colour, nationality, ethnic or national origin, disability, marital/civil partnership status, sexual orientation, pregnancy or maternity, responsibility for dependents, trade union or political activities, criminal record, place of residence, religion, faith or other beliefs, health status or any other reason which cannot be shown to be justified.

Rugby High School will never use cultural practices as a justification for, or to ignore an issue of, safeguarding.

Rugby High School believes that discrimination is wrong and should be actively opposed. Discrimination denies human dignity, a freedom for people to be themselves, and a place in a free society.

We are committed to training staff about their rights and responsibilities under the Equalities Duty.

### **Roles and responsibilities**

The designated senior member of staff with overall responsibility for all diversity and inclusion matters at Rugby High School is the Headteacher.

The role of the Designated Safeguarding Lead with the support of the Senior Leadership Team is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, kindness, dignity and tolerance.
- Ensure that Rugby High School complies with equality legislation
- Ensure all policies, practices and procedures, associated with diversity and inclusion including admissions, curriculum, recruitment and selection are implemented
- To make effective and reasonable adjustments where appropriate to meet the individual needs of disabled students, staff and others who may have dealings with Rugby High School
- Ensure that all staff are aware of and follow Rugby High School's policy; and receive appropriate diversity and inclusion training, in accordance with their roles and responsibilities

- Take ‘all reasonable steps’ to prevent discrimination, harassment and victimisation from taking place
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with Rugby High School’s policies, procedures and guidance.

It is the responsibility of all staff to:

- Treat colleagues, students and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation
- Ensure that they learn and pronounce each student name correctly, taking time to ask students about preferred names
- Use inclusive language that shows respect for students’ identity, including using students’ preferred names and pronouns
- Support and participate in any measures introduced to promote diversity and inclusion
- Actively challenge discrimination and disadvantage in accordance with their responsibilities
- Report any issues associated with diversity and inclusion in accordance with this policy.

### **Admissions policy**

Our admissions criteria are defined under the admissions policy and are applied consistently to every student, irrespective of any protected characteristic (See our admissions policy).

### **Curriculum delivery**

The curriculum is crucial to tackling inequalities, celebrating diversity and ensuring inclusion for students including: gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of diversity and inclusion are embedded in our academic and social curriculum. It is the Senior Leaders and teachers’ responsibility to ensure that the curriculum provides opportunities to challenge stereotypes, including those based on race and gender and avoids making assumptions about sex, gender, gender identity and sexual orientation

### **Recruitment and selection**

All staff members, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate. Rugby High School is committed to equality and keen to reflect the diversity of UK society at every level within the organisation. We welcome applications from all sections of the community. Minority ethnic staff are underrepresented

in positions at this level in the organisation, therefore applications from minority ethnic people are particularly welcome. All applications will be assessed on merit.

### **Uniform**

The school's uniform policy is consistent with this policy. The same uniform policy applies equally to all students, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, the school will consider reasonable requests to alter the uniform, for example for genuine religious requirements and in making reasonable adjustments for disabled children to avoid substantial disadvantage.

Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by students when doing so is genuinely based on manifesting religious or racial beliefs or identity. Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred to the Headteacher, whose decision will be final, subject to the complaints procedure.

### **Reporting and recording incidents of discrimination and harassment that are challenge diversity and inclusion**

- Students can report incidents to any member of staff however, all incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident).
- All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.
- Our anti-bullying and equality policies and diversity and inclusion policies ensure the whole school community challenges and records bullying and prejudice-based incidents effectively and are confident in challenging sexist and homophobic bullying.

### **Complaints and grievances**

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure.

### **Implementation, monitoring, evaluation and review**

The designated safeguarding lead with overall responsibility for the implementation, monitoring and evaluation of the 'Inclusion and Diversity Policy' is the Headteacher. The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and stakeholders are aware of our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. An electronic copy is posted on our website.

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

## **Race**

The racial diversity of the school reflects the multi-cultural community in which it is located. Students are encouraged to celebrate their diversity and to see this as a strength. Diversity is addressed in lessons across the curriculum as well as in PHSE, assemblies and other activities raising awareness of other cultures within our school community. The school actively encourages students to work in collaboration with staff to guide and inform the planning and preparation of resources, as well as the leadership of activities designed to raise cultural awareness. The school monitors staff recruitment to ensure that no one is discriminated against on the basis of race.

## **Statement about diversity and inclusion relating to Race, Ethnicity and Religion**

Rugby High School is opposed to all forms of racism and xenophobia (dislike or prejudice against people from other countries), including those forms that are directed towards religious groups and communities. We strive at all times to create an environment where all students feel safe and feel that they can contribute fully, and where all feel respected and valued.

Our teaching takes account of students' cultural and religious backgrounds, linguistic needs and varying learning styles. We value different cultural and religious traditions in their own terms, and students are helped to make connections between the curriculum and their own lives and experiences, and the lives, stories and experiences of their parents and communities. Our co-curricular activities aim to celebrate and educate our community as much as possible.

We recognise that supporting and adopting an anti-racism approach helps us to combat racial prejudice, stereotyping, harassment, unjustified discrimination, undignified and culturally insensitive and offensive behaviour in our interactions with one another and in the delivery of our various activities.

We oppose direct racism such as:

- treating a person less favourably than another person would, or has been treated, on racial grounds.
- We oppose racial harassment, which can constitute direct or indirect racism, including:
  - i. Unwelcome remarks jokes, slurs, innuendos or taunting about someone's racial or ethnic background or origins, nationality or skin colour.
  - ii. Displaying racist, derogatory or offensive pictures or material. Insulting gestures or practical jokes based on racial, ethnic or religious grounds which cause embarrassment, awkwardness, discomfort,



offence or hurt in any form. We accept that everyone's perception of something that causes hurt or discomfort is different.

Rugby High School recognises that all staff have a particularly valuable role to play in promoting and encouraging anti-racist practice and the achievement of race equality. To this end we encourage open and constructive discussions on race, related power dynamics and the relationship to work areas and strive to be proactive in discussing race equality and anti-racism and any impact on the work. Leaders show people are valued for their contribution and achievements irrespective of race, ethnicity and religion.

- Rugby High School practices effective communication, in clear, accessible, inclusive, anti-racist language and avoids inappropriate pairing of text and images which can reinforce stereotypes. We acknowledge the potential of digital communication and social media to spread racist and stereotypical information and we put plans in place to mitigate this through planning and teaching of curriculum and through e-safety training (see e-learning policy).

At Rugby High School students and staff have access to a multi-faith prayer space within the school building, that this is dedicated for this sole use.

Staff will be supported, and trained, in the use of appropriate language when speaking to students and each other, keeping up to date with the evolution of language relating to all aspects of the diversity of our school community.

The school respects the religious beliefs and practice of all staff, students and parents, and the school will comply with reasonable requests relating to religious observance and practice wherever possible. An example where a request may be refused is if the religious observance takes place during lesson time. Whilst the school will explore other ways to accommodate the request, such as amended timetabling, this may not always be possible.

### **Disability**

The school welcomes applications from disabled students and potential members of staff. It encourages a culture which respects individuals' privacy but which also encourages transparency so that staff and students are able to articulate their needs and receive effective support. In making reasonable adjustments, the school is required to provide auxiliary aids and services for disabled students. Staff will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services. The school will make reasonable adjustments to ensure that disabled students can access the curriculum on the same basis as their peers and will work with external agencies and providers where necessary to accomplish this. In planning trips and visits, staff are asked to consider the needs of disabled students and to make every effort to ensure their inclusion. In the event of this not being possible, an alternative arrangement will be made. The only exception to this are trips and visits e.g. fieldwork required to fulfil public examination requirements.

Parents should notify the Headteacher in writing if they are aware or suspect that their child has a disability and provide copies of all written reports and other relevant information about

their child's disability upon request. Providing such information will enable the school to support the student as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The school will have due regard to any request made by a parent or student (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential."

The school will make reasonable adjustments to meet the needs of disabled staff. These may include the purchase of specialist equipment, adjustments to working arrangements e.g. the facility to work from home on occasions, or to take rest breaks, or to have an adjusted timetable or to work reduced hours (with an appropriate adjustment to pay) or to be based in a specific location. In addition, it will be careful to distinguish between absence that is related to disability and other medical or sickness absence to ensure that disabled staff are not unfairly discriminated against. The school will not ask health related questions at interview or in references. It may ask health related questions following appointment in order to make reasonable adjustments. In making these adjustments, the school will be guided by its occupational health and human resources advisers.

The school will monitor the physical features of the school premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the school will take steps to improve access for disabled users of the premises. Please see the Accessibility Plan for further information, which can be found on the school's website.

### **Age**

The school is committed to appointing the best person for any role advertised irrespective of age. It has no set retirement age.

Students are exempt from the provisions of equality legislation with regard to age. The vast majority of students are in classes with peers of the same age. In exceptional circumstances, the governors may agree an exception to this.

### **Religion or Belief**

The school respects the rights of students and staff with regard to religion (including the freedom not to believe). As a secular school, students will be given opportunities to reflect on moral and religious issues and to share their experiences of religious festivals, not just in assembly but in lessons across the curriculum. Students who wish to do so may form groups for the purpose of discussing their beliefs e.g. Christian Union. Any group must be open to all students (whether or not they share that faith or lack of faith) and must not be used as a vehicle to attack any other faith (or lack of faith).

Students and staff who wish to wear a hijab or, in the case of male members of staff and students, a turban may do so provided that they remove it for PE if requested to do so by staff. Similarly, students and staff who wish to wear a crucifix, Star of David or other religious symbol may do so provided that it is removed for PE.

### **Pregnant Staff**

Staff who are pregnant will be risk assessed to ensure that potential risks to their health or their unborn child's health are effectively managed. Staff are entitled to paid leave of absence to attend antenatal appointments. Colleagues taking maternity leave are entitled to return to the same post at the same grade as when they originally took the leave. In the event of a reorganisation during their period of maternity leave they will be included in the consultation process and will not be treated any less favourably than they would have been had they not been on leave. Wherever possible, the wishes of members of staff taking maternity leave who want to return earlier than their agreed original date of return will be respected. Members of staff returning from maternity leave are entitled to request a change from full-time to part-time working. Where it is possible to comply with this request without compromising organisational effectiveness and efficiency, it will be looked at sympathetically. The school will consider requests for a job share sympathetically.

### **Pregnant Students**

Every effort will be made to ensure that students who are pregnant or who have recently given birth have the same access to the school curriculum as other students. Individual care and support plans will be agreed between the student, her parents, and the school informed by advice by external organisations and individuals e.g. the school nurse, the student's midwife/GP, Warwickshire Flexible Learning Team.

### **Sex**

Rugby High School is committed to challenging all forms of discrimination on the grounds of sex, including sexual stereotyping with regard to careers and roles. All paid and volunteering roles within the school are open to men, women and those who are transgender. Rugby High School is single sex school in the main school, from Year 7 to 11, and has a co-educational Sixth Form, RH6. The school is committed to ensuring that all students are fully included in the life of the school and are not discriminated against or harassed in any way.

### **Sexual Orientation**

The school respects individuals' rights with regard to sexual orientation, including their right to privacy. It condemns any kind of bullying, harassment or discrimination, including that linked to an individual's sexual orientation.

### **Transgender Students and Students Undergoing Gender Reassignment**

The school acknowledges that gender is a completely separate from sexual orientation. Transgender students and students undergoing gender reassignment have protected status under the Equality Act 2010. The school will make every effort to support transgender students and students undergoing gender reassignment, including authorising absences so that students can attend for treatment or receive support from external agencies. Although Rugby High School is, in the main school, a girls' school, the school will keep on its roll any student who undergoes gender reassignment and will ensure, to the best of its ability, that their needs are met. The school encourages dialogue and collaboration with students and

staff in the planning and implementation of measures to support transgender students and students undergoing gender reassignment and in the raising of awareness within the school community.

trans\* is used to describe any person who would fit into the following definitions:

Transgender Person – A person whose gender identity is different from the sex they were assigned at birth. Some transgender people will choose to transition socially and some will also take medical steps to physically transition (with the help of hormone therapy and/or surgery) to live in the gender role of their choice.

Transsexual Person – A person with a consistent and overwhelming desire to transition and fulfil their life as the opposite gender. Most transsexual people actively desire and complete gender re-assignment surgery.

### **Further statement about diversity and inclusion relating to Gender Identity**

Rugby High School takes an inclusive and celebratory approach to gender identity: it is recognised that gender can be considered as a spectrum and we take a non-binary approach to gender. Gender is often an important part of our identity and developing a positive sense of gender identity is part of growing up. However, gender identity is often complex and there is a spectrum of gender which is wider than just male and female. Students may be gender questioning or have started the process of transitioning. We listen to the student and their parents and carers, and wherever possible follow their lead and preferences. All decisions will be made according to what is deemed to be in the student's best interests. In deciding what is in the student's best interests, senior staff will consider: the student's age, whether they have SEND, if there is any relevant medical information that should be taken into account, the student's wishes, their safety and welfare and whether they have commenced the process of transitioning.

### **Statement for any student who chooses to change their name and / or pronoun**

At Rugby High School we recognise that it is important to respect and accommodate a student's preferred name, pronouns and gender identity where it is deemed to be in the student's best interests and following consultation with the DSL. The Cass Review Interim Report advises that affirmation and social transition are not neutral acts but can have a significant impact on the pupil's psychological functioning but also that 'doing nothing' for a child or young person who is experiencing distress is, equally, not a neutral act. We have a duty of care towards our students and recognise that deliberately misgendering a student can be uncomfortable and distressing for them. Where a pupil discloses to a member of staff they wish to be known by a different name and/or addressed using different pronouns to the gender assigned at birth the member of staff should follow the protocol within this policy.

Under the Education (Pupil Registration) (England) Regulations 2006, the school is required to record the full legal name of every student in the admissions register. We recognise that for a student to formally change their legal name through deed poll without parental/guardian consent, they must be 16 or over. To change a name given on their birth certificate, they must be 18. To change the sex recorded on their birth certificate, they would need to apply for a Gender Recognition Certificate in accordance with The Gender Recognition Act 2004 when 18.

However, we also recognise that a student can request to have their preferred name or pronouns used before this age. In such cases the school adheres to the most recent Department for Education (DfE) guidance on completing the school census that states that “individuals are free to change the way their gender is recorded.” We are also mindful of the Equality and Human Rights Commission’s Technical Guidance for Schools in England which states that not using a student’s chosen name and the pronouns that reflect their gender identity would result in direct gender reassignment discrimination. Therefore, if a student who identifies as trans-gender or non-binary has the capacity to understand their request to determine their own name and pronouns, the school will respect their wishes wherever possible.

### **Assessing Gillick competence**

There is no set of defined questions to assess Gillick competency. Professionals need to consider several things when assessing a child's capacity to consent, including:

- the child's age, maturity and mental capacity
- their understanding of the issue and what it involves - including advantages, disadvantages and potential long-term impact
- their understanding of the risks, implications and consequences that may arise from their decision
- how well they understand any advice or information they have been given
- their understanding of any alternative options, if available

Children who are deemed to be ‘Gillick competent’ are able to validly consent to a decision to change their name.

The law is clear that the views of a young person who is in conflict with their parents should prevail where the young person is Gillick-competent in relation to the decision in question. Therefore their decision should be respected and accommodated by the school.

Our school deals with every student who is trans/ gender curious/ gender questioning on an individual basis and will use the below agreed protocol to determine:

- What action to take when a student discloses they want to change their name

- When and how the change of name is shared with parents/ carers
- When and how the change of name is shared with staff

### **Protocol for a student changing name and / pronoun**

1. Student discloses to a member of staff that they want to change their name/ pronoun
2. This is recorded on MyConcern by member of staff and the DSL (Designated Safeguarding Lead) is informed
3. The DSL has an informal meeting with the student (if they wish they can be accompanied by another member of staff i.e., the person they disclosed their request to). In this meeting the DSL will listen to the student and ascertain as far as possible that they are competent and have capacity to make this decision. In this meeting the DSL will also ask the student if their parents know/ don't know and if they want the school to support them in telling their parent/ carer/ family. Notes from this meeting will be recorded on My Concern. The school will request the student's consent to inform their parents of their gender identity.
4. If the student wants the school to mediate with parents/ carers a meeting will be arranged.
5. In the instance that parents/ carers are supportive and knowledgeable about the change in pronoun / name: this will be confirmed by either email/ letter or phone call by the DSL and the name change can be changed on SIMS parent mail and communication systems. Teaching staff, staff and form tutor can be informed. A record of this will also be recorded in staff secure so staff can consult the lists.
6. In the event that a student does not want their parents/ carers/ family to know, the DSL will document the request and the reasoning on My Concern and inform staff. The school will only share information with the student's consent (if they are deemed by the school to be of sufficient age or maturity) or if one of the limited exemptions set out within the Data Protection Act 2018 apply, for example to protect the vital interests of the student.
7. If the safeguarding and/ or mental wellbeing of the student will be put at risk by sharing the student's preferred name, the school will use the student's preferred name in school and their "birth name" will be used in correspondence with home and at parents evenings. This will be noted on the school system so staff know which name to use when corresponding with parents. The school should inform the student of practical difficulties in complying with any requests to change names and pronouns within school without disclosing this to parents and encourage the student to inform their parents unless there are any safeguarding concerns.
8. All students will be reminded that they can talk to any member of staff or the DSL about this at any time.
9. All staff will be expected to respect the wishes of the student and once informed should use the preferred name.

As with any child or children with a protected characteristic, a whole school approach is needed to support and keep safe trans\* and gender questioning children, young people and staff. The school ensures that they do the following:

- Acknowledge there will be trans\* people within the school community as parents and carers, staff, governors and children and young people, and that they will positively enrich the school community
- Acknowledge that gender critical beliefs (which include the belief that someone's sex, whether they are male or female, is biological and immutable) are capable of being a protected belief and should be respected. Note that this does not mean that it would be acceptable for staff with gender-critical beliefs to deliberately 'misgender' trans persons (they will continue to be subject to the prohibitions on discrimination and harassment under the Equality Act 2010)
- Ensure trans\* issues and transphobia are acknowledged across the school policy framework
- Closely monitor all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material
- Ensure that the curriculum and in particular PSHE is used to challenge gender stereotypes, support the development of a positive sense of gender identity, develop understanding of trans\* issues and prevent transphobia.
- Members of the school community should strive to use the preferred pronoun for a trans\* student or adult where that has been advised by the DSL. In addition, our staff should think carefully about the language they use and when possible, attempt to use language which does not reinforce a binary approach to gender (i.e., there are just males and females).
- We recognise that students who fall within the protected characteristic of gender reassignment may wish to access the toilet, and changing rooms, that correspond to their gender identity. The Independent School Standards Regulations require us to provide single sex toilet and suitable changing facilities. The school will be sensitive to trans-students' individual needs whilst also recognising the needs and sensitivities of other students. To this end the school have designated some toilet facilities as gender neutral. These facilities comply with the Regulations as they are separate rooms with lockable with doors that go from floor to ceiling. The school will also help facilitate access to private changing facilities or another suitable changing space for pupils who do not wish to use single sex facilities due to their protected characteristic of gender reassignment.

## **Parents**

Rugby High School recognises the important role that parents play in students' education. It is important that parents and other family members with disabilities have their needs accommodated so that they can attend and participate in school events. The school does not keep any data with regard to this but it makes reasonable adjustments on request. To request support e.g. to book wheelchair space to watch a play or concert or to request a special arrangement for a parents' evening e.g. a signer, or to receive information in a different format, please contact the school via [rhsadmin@rugbyhighschool.co.uk](mailto:rhsadmin@rugbyhighschool.co.uk).

## **Monitoring**

The school monitors the attainment and progress of students. It considers the overall statistics and also looks at the attainment and progress of specific groups. Where the analysis suggests that groups of students or individual students are underachieving a programme of intervention and support is put in place.

All students are encouraged to participate in a broad range of curricular and extra-curricular activities. Historically, equalities monitoring in relation to extra-curricular activities has not been formalised. This is something that the school will seek to address in 2023-2024.

At Rugby High School the vast majority of students engage effectively with their learning. This is evident from student and parent surveys, student voice interviews, lesson observations and learning walks. The school will continue to monitor engagement in a variety of different ways and ensure that any equalities issues are identified and promptly addressed.

Student and parent surveys and the school's logs reveal that incidents of bullying are extremely rare. The school seeks to resolve all bullying swiftly and effectively. It will continue to monitor equalities issues in relation to bullying and to intervene appropriately to prevent the emergence of patterns including repetition.

The school believes that students should be encouraged to consider a broad range of careers. It rejects gender stereotyping with regard to careers and progression. It purchases independent external careers advice. It monitors transition post 16 and post 18, its internal provision and the advice services that it purchases to ensure that students receive impartial advice and that they are encouraged to consider a wide range of options.

Rugby High School has a very low level of exclusion. This means that it is not possible to produce statistically reliable data. In monitoring exclusions, the governing body will therefore consider whether there are potential equalities issues in relation to each case.

## **Reporting**

The governing body will receive an Equality Report once a year which summarises monitoring, findings and proposed actions.

This document was informed by:

The Equality Act 2010 and schools Departmental advice for school leaders, school staff, governing bodies and local authorities (DfE May 2014)

Public Sector Equality Guidance for Schools in England (The Equality and Human Rights Commission November 2012)

Guidance for maintained schools and academies in England on provision for transgender pupils (ASCL, CCT, CST, ISBL, NAHT, NGA November 2022)

This policy will be reviewed annually.

Last reviewed: July 2023