



# Dawpool Church of England Primary School

DAWPOOL

## Equality Policy for Pupils



### Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience,  
Kindness, Generosity, Faithfulness, Gentleness  
and Self-Control' (Galatians 5: 22-23).*

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*‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)*



## **RATIONALE**

Dawpool is a fully inclusive school devoted to the well-being and progress of every child and where all members of our community are of equal worth. Dawpool is convinced that the standard we are called to advocate beyond all others is that of grace; of God's radical inclusion as most clearly demonstrated through Jesus Christ.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

## **LEGISLATION**

This policy directly links to '***The Equality Act 2010 and Schools***' May 2014 from The Department for Education.

## **LEGAL FRAMEWORK**

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and foster good relations with respect to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity (known as protected characteristics).
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## **PROTECTED CHARACTERISTICS**

Dawpool recognises 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
- Marriage and Civil Partnership

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- Gender reassignment
- Pregnancy or maternity

This policy looks at all the mentioned protected characteristics and how best to support the individual, including procedures in cases of bullying and harassment and the emotional wellbeing of our pupils.

## **GENDER**

**“Schools need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils”.** The Equality Act 2010 and Schools, p.20.

Here at Dawpool, we see all genders as equal and actively promote this within our school community. Therefore the expectations and treatment of all individuals from any gender is equal and consistent.

There are some issues and examples that raise questions as to whether schools treat individuals from different genders equally. These are addressed here at Dawpool as follows:

- As Dawpool is not a single-sex school, we would never fail to admit an individual based on their gender.
- We have a gender-neutral uniform and so individual pupils can wear whichever items they feel to be appropriate for them.
- All classes generally are co-educated (meaning all genders are present). The only exception is relationships and sex and/or puberty lessons where it may be that boys and girls are taught separately. However, this is not unlawful as all genders will receive the lesson. Transgender pupils, or pupils who identify as gender neutral are entitled to attend whichever class they feel best suits them, or both if that may be the case.
- The Equality Act does permit single sex sport classes as it is deemed that **“the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage to the average man (or boy)”**. The Equality Act 2010 and Schools, p.20. However, at Dawpool all genders participate in the same P.E lessons as a co-educated group and access the same sporting activities.

## **RACE AND ETHNICITY**

The definition of race includes colour, nationality and ethnic or national origins. At Dawpool we embrace diversity within our community. We accept one another's differences and we actively promote the ethos of tolerance, love and respect to all.



Any racial or discriminatory incidents where an individual is made to feel segregated, harassed or bullied will be taken extremely seriously. This means that anti-bullying procedures will be rigorously followed.

Dawpool also promotes British Values set out by the Department for Education. These are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs.

Dawpool will not tolerate any form of behaviour or any incidents that compromise these values. This includes any extreme or radical behaviour or views; appropriate measures will be taken in such circumstances, including notifying external agencies where appropriate. This is set out in the school's Safeguarding and Child Protection Policy.

## **DISABILITY**

The law regarding disability discrimination is distinctive from other protected characteristics featured in The Equality Act. As stated in the guidance:

***“The law [...] protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities”.*** The Equality Act 2010 and Schools, p.11.

This means that any pupil attending Dawpool, who has a disability, may receive more favourable treatment to ensure that they have the same opportunities and experiences as other pupils. This may include reasonable adjustments being made, including the provision and use of auxiliary aids.

***“Schools and Local Authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied by Special Educational Needs Statements or other sources”.*** The Equality Act 2010 and Schools, p.24.

The Act defines a disability as ***“when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities”.*** Long term is defined as lasting, or likely to last for at least 12 months.

Dawpool also recognises that some medical conditions would also come under this category, including but not specific to, HIV, multiple sclerosis and cancer. We acknowledge that any chronic health condition can have a significant impact on an



individual's wellbeing as well as their ability to access their education. Therefore, we will strive to put in place the appropriate support for any individual with an additional need, disability or medical condition. We also recognise that it is the individual's right to determine as to whether they consider themselves to have a disability, (or parents/carers where appropriate) and it is not always for us to make that judgement.

The Equalities Policy is directly linked to the school's SEND policy. We value our pupils regardless of their individual needs or abilities. Unfair treatment, bullying or harassment of pupils with SEND will not be tolerated and appropriate actions will be taken in accordance with the school's anti-bullying policy.

## **RELIGION OR BELIEF**

***“The Equality Act defines “religion” as being any religion and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics”.*** The Equality Act 2010 and Schools p. 19

### **Admissions**

Dawpool is a faith school and so recognises the Christian beliefs and values of the Church of England. With regards to school admissions, priority will be given to prospective pupils who are of Church of England denomination as detailed in the school admission policy. However, Dawpool will accept pupils from any faith or background and no individual will be refused entry unless oversubscribed. Dawpool works hard to celebrate individual religious and cultural backgrounds through the British Values of tolerance and respect.

### **Acts of Worship**

As Dawpool is a Christian School, we worship collectively on a daily basis. This worship is distinctly Christian. In accordance with The Equality Act, the school is not acting unlawfully by not providing an equivalent act of worship for other faiths. Dawpool respects the right for any individual attending our school to perform acts of worship according to their own religious denomination, and would make appropriate arrangements for a pupil to do so.

### **The Curriculum**

The content of the school curriculum is excluded from discrimination law; however, the way in which education is provided and the delivery of the curriculum is included. In addition to this, Dawpool has an obligation to teach its pupils core Christian values and instruction in the faith and beliefs of the Church of England.

We recognise that some Christian views may appear contradictory to content of the curriculum. Our responsibility as a school is to provide our pupils with the information

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contained both in the curriculum and key Christian beliefs. Teachers and other staff members have a responsibility to present all information in an unbiased and honest format to ensure that pupils received a balanced view, in order to make an informed choice.

At Dawpool, we actively encourage pupils to question and challenge information as well as respect the beliefs of others. We believe this teaches the fundamental life skills of challenge, acquiring information and being able to make informed and independent choices. Our curriculum is an inclusive curriculum which promotes diversity.

## **SEXUAL ORIENTATION**

We understand the significance of relationships in a person's life. It is therefore our responsibility at Dawpool to support loving and caring relationships, whatever these may look like. We respect all sexual orientations and understand and value an individual's right to be open and honest about whom they are attracted to.

At Dawpool, we want to create an environment where children are exposed to appropriate language and factual knowledge; this will ensure that different sexual orientations are not stigmatised or seen as wrong. We believe that this sort of approach will break down barriers and animosity between groups and create a more tolerant and loving environment. Again, as with any of the protected characteristics, bullying or discrimination of any kind towards an individual based on their sexual orientation will not be tolerated and the school's anti-bullying procedures will be followed.

## **GENDER IDENTITY AND GENDER REASSIGNMENT**

At Dawpool, we understand that for some pupils, their gender identity may not correlate to their assigned physiological sex. This can be a confusing and difficult situation for an individual and our priority is to protect their mental health and emotional wellbeing by supporting them fully.

For children who identify as transgender, the school will be an open environment where they can identify as whichever gender feels right to them, working in close partnership with their family and in accordance with their wishes.

### **Names and pronouns**

If a child wishes to be identified by a different gender, Dawpool will fully support this only with the agreement of a child's parents. This may include using the appropriate use of pronouns (he, she, them, they). If a transgender child wishes to be known by a different name, Dawpool will fully support this only with the agreement of a child's



parents; however, we may not be able to change names on legal documents until an individual's name has been officially changed.

### **Support for the individual and their family**

For a child who is transgender, it may be necessary to provide emotional support to help them manage and cope with their situation. It may also be the case that support is required by the child's family; in either case Dawpool will always ensure that families are adequately supported during an individual's transition.

Our priority in every circumstance is to listen to the voice of the child. Therefore, if a child is telling us that they are transgender, we will always listen to their wishes and work in conjunction with families to best help the individual child.

There are a number of possible situations that are not specifically covered within this policy such as use of toilets, changing rooms, swimming and residential school trips. We would wish to discuss these individually with families and their child to agree the best approach to each situation to protect the privacy and dignity of their child whilst acknowledging their right to their gender identity. In such circumstances, we would seek further guidance from the Department for Education.

Dawpool will not tolerate any form of homophobic, bi-phobic or transphobic (HBT) bullying and any incidents are recorded on MyConcern. This means that anti-bullying procedures will be rigorously followed. This information is reported to Governors termly via the Headteacher's Report.

### **PREGNANCY OR MATERNITY**

Dawpool recognises and supports that any young person who becomes pregnant or is a parent already, is entitled to receive suitable education. Although it is extremely unlikely for this to happen within our context, we support the whole family and understand that it may affect siblings and/or relations of our pupils.

Dawpool also recognises that staff who are pregnant or who are parents already must be treated fairly and not be put at a disadvantage. However, it may be appropriate for reasonable adjustments to be made for those who are pregnant or who are parents already, such as attending appointments for example.

### **UNIFORM**

The Equalities Policy is instrumental in the school's uniform policy; this means that here at Dawpool, the uniform policy applies to all pupils and does not discriminate against gender, race, religion and belief, disability, gender reassignment or sexual orientation.



Individuals have the right to wear any item listed on the uniform policy regardless of any of the protected characteristics mentioned above.

## **PROTECTING THE INDIVIDUAL**

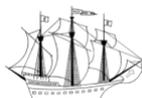
Dawpool acknowledges the four kinds of unlawful behaviour that are defined in the equalities act. These are:

1. **Direct discrimination** – *“when one person treats another less favourably because of a protected characteristic, than they treat, or would treat – other people”.*
2. **Indirect discrimination** – *“when a provision, criterion or practice is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic”.*
3. **Harassment** – *“unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading humiliating or offensive environment for that person*
4. **Victimisation** – *“when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Act”.*

At Dawpool, bullying of any kind will not be tolerated. We always try to educate our pupils on these topics and actively celebrate individual differences. However, if an individual is subject to bullying or harassing behaviour due to any of the mentioned protected characteristics, serious action will be taken against the perpetrator. We believe every individual has the right to be themselves and school should provide a happy and safe environment for them to do so. This policy is written in conjunction with Dawpool’s Anti-Bullying Policy.

## **Links to other policies**

- Admissions policy
- Uniform statement
- Staff Handbook
- Curriculum Policies
- Anti-bullying Policy
- Behaviour Policy
- Relationships and Health Policy
- SEND Policy
- Safeguarding Policy



## Appendix 1 – Glossary of terms:

<b>Gender Identity</b>	This is the gender you identify as, or feel that you are. This doesn't necessarily correlate to your sex that was assigned at birth. An individual's gender identity could be man or woman or could lie within the fluid model of a non-binary gender.
<b>Gender Expression</b>	This is how an individual expresses themselves, through mannerisms, clothes etc. This is much more transient than gender identity and can change regularly.
<b>Assigned Sex</b>	This is your physiological gender. Typically, this is decided pre/post-natal based on external genitals. However 1 in 2000 people are not solely male/female. Hormones, internal genitals and chromosomes also determine an individual's assigned sex.
<b>Sexual orientation</b>	An inherent or immutable enduring emotional, romantic or sexual attraction to other people
<b>Transgender</b>	A person who lives as a member of a gender other than that assigned at birth based on anatomical sex.
<b>Transsexual</b>	A person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex.
<b>Transvestite</b>	A person who dresses as the binary opposite gender expression ("cross-dresses") for any one of many reasons, including relaxation, fun, and sexual gratification (often called a "cross-dresser," and should not be confused with transsexual).
<b>Cisgender</b>	A person whose gender identity and biological sex assigned at birth align.
<b>Intersex</b>	Term for a combination of chromosomes, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female.
<b>Gender dysphoria</b>	Clinically significant distress caused when a person's assigned birth gender is not the same as the one with which they identify.
<b>Bisexual</b>	A person who is emotionally, physically, and/or sexually attracted to men and women.
<b>Pansexual</b>	A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions.
<b>Straight</b>	A person primarily emotionally, physically, and/or sexually attracted to people who are not their same sex/gender.
<b>Gay</b>	Individuals who are primarily emotionally, physically, and/or sexually attracted to members of the same sex and/or

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	gender. More commonly used when referring to men who are attracted to other men, but can be applied to women as well.
<b>Lesbian</b>	Women who have the capacity to be attracted romantically, erotically, and/or emotionally to some other women.
<b>Asexual</b>	Experiencing little or no sexual attraction to others and/or a lack of interest in sexual relationships/behavior. Asexuality exists on a continuum from people who experience no sexual attraction or have any desire for sex, to those who experience low levels, or sexual attraction only under specific conditions. Asexuality does not exist on its own; an individual will have a sexual orientation and be asexual.
<b>Non-binary</b>	The recognition that gender is not just a male-female construction and that gender is more of a spectrum format.
<b>Questioning</b>	An individual who or time when someone is unsure about or exploring their own sexual orientation or gender identity.
<b>Gender-neutral</b>	An individual who doesn't identify as a specific gender.
<b>Androgynous</b>	A gender expression that has elements of both masculinity and femininity
<b>Cisnormativity</b>	The assumption, in individuals or in institutions, that everyone is cisgender, and that cisgender identities are superior to trans* identities or people.
<b>Heteronormativity</b>	The assumption, in individuals or in institutions, that everyone is heterosexual.
<b>HBT</b>	Homophobic, bi-phobic or transphobic