



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

SINGLE EQUALITY SCHEME

Rationale

This Single Equality Scheme brings together the school's approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – students, staff, governors, parents and carers and all those within our extended school community.

We regard this Scheme as being essential for achieving our commitment to the Equality Agenda as set out in The Equality Act 2010. The Equality Act 2010 introduced a Public Sector Equality Duty on public bodies including schools that extends to all protected characteristics. These are:

- Race
- Disability
- Sex
- Age
- Religion or belief
- Sexual orientation
- Maternity
- Gender reassignment
- Marriage and civil partnership

As a school we are committed to the aims of this Act and will continue to use school policies and practices to ensure that we:

1. Eliminate discrimination and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics - between people who share a characteristic and people who do not share it.

In addition, we are committed to meeting our Specific Duties. The Specific Duties will require us to publish information demonstrating how we are meeting the aims of the general duty, and to prepare and publish equality objectives.

We acknowledge that it is very important for all stakeholders to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all our students.

Our School Values and Visions

Bishop Heber High School is committed to promoting equality for all. This statement represents the response of the Governing Body to its duties to promote equality for people with a disability.

Bishop Heber High School is a school in which **Respect, Opportunity and Achievement** can flourish. We recognise the differences, values and beliefs of each individual yet acknowledge the responsibility that we all have to treat everyone with respect and courtesy, so we all feel happy and safe in our school.



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Bishop Heber forms the heart of the wider community, providing all its members with a central resource to enhance the quality of opportunity: a world-renowned international, innovative place to learn and grow into active, global citizens.

At Bishop Heber High School, we know that equality is not simply about protecting the potentially vulnerable. We believe that the holding of prejudicial views may disadvantage all students. The school will seek to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation.

The Single Equality Scheme

In order to meet our duties under the Single Equality Scheme, the school has integrated our statutory duties in relation to race, disability and gender and promoting community cohesion into all other policies. The duties cover staff, students and people using the services of the school such as parents.

It also addresses the legislation laid out in the Equality Act 2010, relating to religion or belief, sexual orientation, age and maternity and includes our priorities and actions to eliminate discrimination and harassment and to promote equality of opportunity and good relationships. Our Single Equality Scheme Policy covers all six equality strands and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory Single Equality Scheme Policy duties by reporting regularly and as appropriately to the Full Governing Body via the Headteacher's report. This will be reviewed by our Full Governing Body and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

Meeting our Duties

The school has a public sector duty towards all stakeholders who possess protected characteristics. This includes students, staff, governors, parents, carers and other community users of the school facilities.

As a school, we have a duty to use our work with students and their families to:

1. Eliminate discrimination and other prohibited conduct such as harassment.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics - between people who share a characteristic and people who do not share it.

The general duty to promote disability equality, is owed to all disabled people where disability is defined as "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". This means that Bishop Heber High School will have due regard to:

- Promote equality of opportunity between disabled people and other people
- Eliminate unlawful discrimination
- Eliminate disability & related harassment
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life



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- Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people

Accessibility

There is specific disability legislation in relation to disabled students and accessibility, which means we will plan strategically over time to:

- Increase access to the curriculum
- Make reasonable improvements to the physical environment of the school to increase access;
- Make written information accessible to students in a range of different ways

Schools are expected to make reasonable adjustments to ensure that disabled students are not at a disadvantage when it comes to physical access and access to the curriculum/services of the school. What is reasonable will be influenced by issues of cost and practicality. However, there is an expectation that we will try to ensure that disabled students can play as full a part as possible in school life and the reasonable adjustment will support this.

Meeting our Duties

Bishop Heber High School intends to meet these public sector duties by:

- Making the delivery of a strong and effective PSHE curriculum a priority within School
- Ensuring that the Equality Agenda is high profile and alive, for example through assemblies, collapsed curriculum days, external trips and visits and guests to the school
- Ensuring that curriculum mapping routinely maps out how and where the curriculum takes opportunities to celebrate equality and diversity and to engage students about the multicultural, changing world in which they live
- Involving all stakeholders in reviewing our work on Equality such that it is driven from within. This will include the Year/School Student Council(s) as well as staff and parents
- Encouraging our students to be active citizens who take positive action to understand and improve the lives of others
- Ensuring that we are fully compliant in relation to equality legislation, including recruitment and accessibility laws
- Working fully and co-operatively with all external agencies where this will support the learning and progress of our students and/or allow us to make a fuller contribution to the equality agenda
- Maintaining clear and transparent behaviour and anti-bullying policies that show robust handling of all equality related bullying and unacceptable behaviour. Data on all incidents is routinely recorded and shared with stakeholders, including the Full Governing Body

Monitoring of Impact of Equality Scheme

Collecting and analysing equality information for students at Bishop Heber High School

Bishop Heber High School is an inclusive school. We use the curriculum and teaching to enhance the self-esteem of all those it serves as well as to provide a learning environment in which each individual is encouraged to fulfil her or his potential.



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We collect and analyse the following equality information for our students:

- Attainment / achievement levels
- Attendance levels
- Behaviour points
- Exclusions
- Attendance at school activities/extra-curricular activities (e.g. school trips)
- Complaints of bullying and harassment
- Participation in the Year/School Council(s)
- Choice of options selected
- Qualitative views on issues such as behaviour and safety in school
- Student survey's including the Full Governing Body day

Collecting and analysing equality information for employment and governance at Bishop Heber High School

We collect and analyse the following profile information for our staff and governors:

- Applicants for employment
- Staff profiles
- Governing body profiles
- Attendance on staff training events
- Disciplinary and grievance cases
- Staff performance management

Consultation and involving people

We have involved students, staff, governors, parents and carers, and our wider school community in creating the Single Equality Scheme. This helped to ensure that the views of potentially disadvantaged groups were fully incorporated in the development of this policy.

- Discussions with School Council
- PTA (Friends Of Heber)
- Staff Meetings
- Headteacher Professional Associations Meeting
- Parent Policy Forum

Other School Policies

We have used our existing school policies to inform our Single Equality Scheme. These include (not exclusively):

- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Behaviour & Discipline Policy
- Learning & Teaching Policy
- School Strategic Development Plan (SSDP)



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- SEND Policy (including Medical Needs Policy)
- Whistle Blowing Policy

Commissioning and Procurement

Bishop Heber High School is required by law to make sure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tenure.

If you would like this information in an alternative format that would better suit your needs e.g. easy to read, large print, braille, audio tape or if you would like the Scheme to be explained to you in your language, please contact the Clerk to Governors on telephone number 01948 860571.

Signed: Mrs S Anderson (Chair of Governors)

Mr D Curry (Headteacher)

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REVIEWED BY:

- Students (School Council)
- Parents (Friends of Heber)
- Senior Leadership Team

APPENDICES:

- Appendix A – Accessibility Plans
- Appendix B – Transgender Policy (CWaC Adopted)



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LEGISLATIVE POWERS AT THE TIME OF APPROVAL

- The Equality Act 2010

RELEVANT GOVERNMENT GUIDANCE AT THE TIME OF APPROVAL

- The Equality Act 2010 and schools' departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- Supporting students at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England (December 2015)
- Data pack Improving permanence for looked after children (September 2013)
- Equality Objectives (September 2014)

The legislation noted in this document is correct as at the time of approval.



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APPENDIX A - ACCESSIBILITY PLANS

The Governing Body's Accessibility Plan follows the Local Authority's guidelines and aims, as far as is reasonably practicable to:

- Enable staff with a disability to have access to premises and facilities that they need for their contracted duties
- Ensure that the needs of visitors with a disability are taken into account
- Increase the extent to which students with a disability can participate in the school curriculum
- Reasonably adapt the physical environment of the school in order to enable students with a disability to take advantage of education and associated services
- Reasonably adapt the delivery of the curriculum for students with a disability, within a reasonable time and in ways which are determined after taking into account their disabilities and any preferences expressed by them or their parents/carers, of information which is provided in writing for students who are not disabled

Unlawful Discrimination

The school will ensure that discrimination is prohibited in:

- The selection and appointment and promotion arrangements for staff
- Staff conditions of service
- Staff training
- The arrangements for determining student admissions
- The terms on which admission is offered
- Refusing or deliberately omitting to accept an admission application
- Provision of education or associated services (including educational visits and extra-curricular activities)
- Exclusions
- Victimisation and harassment
- Failing to take steps to ensure that students with a disability are not placed at a substantial disadvantage in comparison with all other students in the arrangements for determining admission to school and in relation to the provision of education and associated services. However, alterations to buildings and the provision of auxiliary aids and services are not required under this law

Staff

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is less favourably treated in the school's procedures and practices in respect of:

- Recruitment
- Performance reviews
- Promotion
- Staff development



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- Teaching environment and
- Access to the premises

Training

As and when deemed to be appropriate, specific training will be disseminated to staff regarding the needs for learning of particular students with a disability.

Premises

The school recognises that through the provision of Special Educational Needs and Disability Discrimination Act (SENDDA), it is not required to provide special equipment or additional personal support, nor make 'physical alterations to the buildings' such as the provision of lifts. However, to meet its obligations, the school will ensure that the needs of staff and students with a disability are fully considered in any strategic planning for the development of the school site. When determining the priorities for the use of the annual Capital Grant, the school will take into account the need to make the school site more accessible for staff and students with a disability. The school will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a student with a disability to have access to the full learning and teaching of the school. The school will bear in mind health and safety requirements and the interests of other students in all the above considerations.

Students

The school values all of its students and seeks to ensure that its practices are fully inclusive. Every effort will be made to ensure that 'reasonable adjustments' are made to accommodate students with a disability, while bearing in mind the interests of other students:

- Improvements in access to the curriculum for students with a disability
- Physical improvements to increase access to education and associated services (e.g. extra-curricular activities) and
- Improvements in the provision of information in a range of formats for students with a disability

There is an additional requirement for schools to explore whether or not students with behaviour issues may or may not have an underlying disability leading to this. For example, the following may be underlying reasons for poor behaviour:

- Mental health problems
- Learning difficulties
- Diabetes
- Epilepsy

Students with a disability are identified through the completion of student detail forms by parents/carers prior to admission. In addition, the Year 7 Leader and SENDCo will gather relevant information on students with a disability through regular liaison visits to their Primary Schools prior to the transfer. Relevant information is made available to all staff via the SEND Register, Electronic Mark



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Book and electronically via Arbor and SharePoint, which is regularly updated. As appropriate, Accessibility Plans are completed usually by the SENDCo who will monitor them to assess whether or not further adjustments/new measures are necessary.

The school will take into account all these requirements when considering the inclusion and treatment of students with a disability in the school.

Temporary and Permanent Needs of Students

Existing and emerging health needs of existing students are closely monitored and arrangements for individualised support are developed in consultation with their parents/carers and medical or other appropriate professionals. Short term mobility needs are considered and guidance and help given as appropriate.

Admissions

Bishop Heber High School is an inclusive school. Students with an Education, Health and Care Plan (EHCP), can apply for a place at Bishop Heber High School via the Chester West & Chester SEND team and other Local Authorities. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs. We encourage any parent/carer applying in this way to provide as much current and detailed information to the school/with their application. This will allow the school to fairly assess its ability to meet their individual needs. The school has a well-established process of transition for student from primary schools into secondary as part of the wider transition process.

Learning and Teaching

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

Staff work hard to meet the needs of all students with regards to accessing the curriculum and are supported by the Senior Leadership Team in all aspects of school life.

Off-site Activities

The school will ensure as far as reasonable practicable, that students and staff with disabilities are given access to off-site activities organised by the school.

Staff

- The development needs of staff with a disability will be discussed with the member of staff on a regular basis



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- Where necessary, support staff time will be allocated, relevant to the needs of the member of staff with a disability
- Wherever possible, the timetable will be adjusted to reflect the needs of members of staff with a disability and
- Within the constraints of financial resources the school aims to make adjustments to the premises to enable the members of staff to teach effectively

Staff Recruitment and the Needs of Existing Staff

Staff recruitment and employment decisions will be made on the basis of fair and objective criteria. This is in line with the school's Equal Opportunities Policy which specifically states that the Governors are equal opportunities employers and are committed to ensuring that, within the framework of the law, the school is free from unlawful or unfair discrimination on the grounds of gender (inc. gender reassignment/identity), colour, ethnic origin, nationality, age, marital status, socio-economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

The requirements of job applicants and existing members of staff who have, or have had, a temporary or permanent disability will be reviewed regularly to ensure that whatever reasonable adjustments are possible are made to allow them to enter into, or remain in, school employment. Where new health needs are identified for existing staff, the appropriate staff are informed and every effort is made to support the staff member and promote their safety and well-being. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff can participate fully. Short term mobility needs are considered and, where necessary or appropriate, help and guidance will be given.

Harassment

The school values each member of staff for their contribution to the school and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reasons of his/her disability.

The Governing Body will take positive action against any employee's harassment of another employee. All employees have a duty not to harass other employees on the ground of their disability and to report instances of harassment to the Headteacher (or in the case of harassment by the Headteacher, to the Chair of the Governing Body).

Students

In all learning and teaching activities, where possible, a full range of learning and teaching styles will be employed to ensure that no student is excluded from learning.

Teaching staff will be given, as relevant, advice and training from appropriate external agencies regarding the learning needs of students with a disability (such as the ENCo or Sensory Impairment Services etc.).

Liaison with Parents/Carers

Whenever appropriate, information to home will be provided in different formats to take account of disability.



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The school will continue to ensure close liaison with families of all students with disabilities through the provision of designated staff members, such as the SENDCo, who have allocated time and appropriate communication skills.

Education and Associated Services

For students with Accessibility Plans we will consider the following adjustments:

- Preparation for entry to the school, including transition
- The curriculum
- Learning and teaching
- Classroom organisation
- Timetabling
- Grouping
- Homework
- Access to school facilities
- Activities that supplement the curriculum
- School sports
- School policies
- Before and after school
- Breaks and lunchtimes
- Serving school meals
- Interaction with peers
- Assessment and examination arrangements
- Discipline and sanctions
- Exclusion procedures
- School clubs and activities
- Educational visits
- Arrangements for working with other agencies
- Preparation for the next phase of education
- Administration of medicines
- First aid
- Toilets
- Movement around buildings
- Signage

As a school we are committed to the continuing and ongoing involvement of people with a disability in the development of this Scheme and will take into account the views of:

- Local organisations for people with a disability
- Members of staff with a disability
- The parents/carers of students on roll with a disability
- Union and association representatives
- Student voice



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CONCLUSION

All staff have a duty to ensure, as far as is practicable, adherence to the intentions and purpose of this scheme, and to bring any potential shortcomings or difficulties to the attention of a member of the Senior Leadership Team.



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APPENDIX B – TRANSGENDER POLICY (CWaC ADOPTED)

PURPOSE

The purpose of this policy is to explain Bishop Heber High School's approach to gender identity by:

- ensuring teachers and governors are dealing with transgender matters inclusively and sensitively
- providing an inclusive environment for any transgender student
- ensuring all students are aware of and educated on issues of gender identity

GENDER IDENTITY

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

The word transgender, often shortened to trans, is a term used to describe people who identify as a different gender to that which they were assigned at birth. However, it is also an umbrella term which can include people who do not feel exclusively male or female (non-binary). Gender can be fluid, and some people that do not relate to their assigned gender may never transition. Some people choose to use alternative pronouns. For example, someone who is gender fluid but chooses to keep their sex as male, may prefer to be known by 'she/her/hers' pronouns. Others may prefer to be known by 'they/them/theirs'.

Gender Dysphoria is a clinical condition that can present from a very early age and can only be diagnosed by a medical expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers to delay puberty, before being prescribed hormones of their desired gender. A transgender person may live their life without being or needing to be diagnosed as having Gender Dysphoria.

Diagnosis and treatment for young people is available from specialist Gender Identity Clinics (GICs) – which are available in many locations across the UK. It must be understood that some people with Gender Dysphoria may not want any treatment. Some may choose to be known by a different name or to wear different clothes. However, most young transgender people (and their families) will need support as they grow up and develop.

LEGISLATION

Data Protection Act 2018/General Data Protection Regulation – GDPR

Information about a person's transgender status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed. Personal data must be looked after properly following the data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully.

The Data Protection Act sits alongside the GDPR, and tailors how the GDPR applies in the UK. The GDPR applies to the processing of personal data; all IT records of the individual's personal life and



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medical history (“sensitive personal data”) must be held in line with the GDPR, including password-protection, and should be “kept for no longer than is absolutely necessary”.

A named person who needs to access this private information, must still ask permission of the individual concerned, unless there is an emergency situation and the individual is unable to give permission. Employers should note that an individual who suffers damage by reason of any contravention by a data controller of any of the requirements of the GDPR is entitled to compensation from the data controller for that damage.

The Human Rights Act 1998

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

Article 8: right to respect private life and family life.

Article 10: freedom of expression.

Article 14: the prohibition of discrimination.

The Gender Recognition Act 2004

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

Equality Act 2010

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment. Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to schools and young people.

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

“A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex.”

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

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

SCHOOL ATTENDANCE



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Bishop Heber High School will make reasonable adjustments to accommodate absence requests for treatment and support from external sources in line with their absence policy. Sensitive care will be taken when recording the reason for absence.

TRANSPHOBIA AND BULLYING

Bishop Heber High School has a robust anti-bullying policy. In line with this policy, transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or homophobic incidents.

TRAINING

In order to ensure all staff and Governors have the skills to deal with transgender issues, Bishop Heber High School will hold training sessions on topics such as:

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

All topics will be covered during the Bishop Heber High School CPD programme and will be revisited annually.

THE CURRICULUM

Issues connected to gender identity will be visited for all students during curriculum time during the PSHCE programme. These issues will also be touched upon during other subjects.

PHYSICAL EDUCATION

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

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

It may be that due to the nature of contact and physicality of sports such as rugby, the school would consider whether a transgender person participating in full contact lessons is appropriate towards the latter stages of puberty (seeking further IAG from national governing bodies NGBs).

This is something that Bishop Heber High School will take a view on prior to the delivery of those lessons, in discussion with parents or guardians (or the student in cases where the young person has requested confidentiality).



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The use of changing rooms by trans students will be assessed on a case-by-case basis in discussion with the individual. The goal is to maximise social integration and promote an equal opportunity to participate in physical education and sports, ensuring safety and comfort, and minimising stigmatisation. Trans students should have access to the changing room that corresponds to their gender identity.

This approach is underpinned by the Equality Act 2010, whereby refusing a child or young person access to the changing room of their chosen gender identity might constitute an act of discrimination.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative, such as the use of a private area. When competing at another school or outside venue, school staff must ensure there is appropriate sensitive provision available. Alternative arrangements should be provided in a way that protects the student's ability to keep their trans status confidential if that is what they request.

WORK EXPERIENCE

The Equality Act 2010 encompasses every environment that students will be working in, therefore all placements should be aware of their duties and responsibilities. Where Bishop Heber High School is considering allowing a transgender young person to attend a work experience placement the school will complete a suitable assessment on the potential placement to establish if there is any risk to the young transgender person, taking account of the young transgender person's right to privacy. As a general principle, personal information on the young person must not be shared.

Bishop Heber High School will be sensitive to this in their planning before any young transgender person is placed in any business or organisation. Careful discussion about the placement with the student and parents or carers, will occur to find the most suitable way forward to ensure the placement is successful.

CHANGING/TOILET FACILITIES

Students have the right to access the toilet that corresponds to their gender identity. Any student who has a need or desire for increased privacy, regardless of the underlying reason, will be provided access to a single stall toilet, but no student shall be required to use such a toilet.

SCHOOL UNIFORM

Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery. There is a generally broad range of uniform available for all genders (i.e. girls and boys can wear trousers and skirt).

NAME CHANGING AND EXAM CERTIFICATION

If a transgender student wishes to have their preferred name recognised on school systems, this will be supported and will feed on to letters home, report cycles, bus pass information etc.

Furthermore, the change of name and associated gender identity will be respected and accommodated by the school. It is a real indicator that the transgender student is taking steps to, or proposing to move towards a gender they feel they wish to live in.

Technically, students can be entered under any name with an Examination Board. However, it is a very complex matter. Once a result is accredited it will need to be linked with a Unique Pupil Number (UPN)



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or Unique Learner Number (ULN) which existed in the school census information submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names. It is possible for examination certificates to be issued in the preferred name, but any young person finding themselves in this position should discuss this issue with Bishop Heber High School and parents or guardians to ensure the best way forward.

Schools and colleges are encouraged to ensure a strategy is agreed with the student and their parents or guardians, then agreed with the various Examination Boards prior to starting GCSE courses as some examinations may be sat in Year 10 and the length of time the process of re-registering may take. Schools will also need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN.

It is possible for any documentation to be changed to reflect the chosen name of the young person. Changing the gender recorded on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport, it may be necessary for evidence of change of name to be produced. There are two ways in which this can be done: by deed poll and by statutory declaration. The Citizens Advice Bureau and transgender support organisations will have more information on this subject. A person under 16 years of age cannot change their name legally without the consent of a parent.

VACCINATIONS

Bishop Heber High School will allow any gender specific vaccinations to be carried out at the GP's surgery in order to eliminate any anxiety issues.

SCHOOL VISITS

Learning about different cultures and lives and taking part in activities may lead to overnight stays, both at home and abroad. Issues may arise for both young transgender students and other students but this must not mean transgender students cannot be included on the visit.

Bishop Heber High School will give consideration well in advance of any additional needs which may include having a parent or guardian (or member of staff) accompanying the visit 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 in-depth discussions will happen well in advance, with all appropriate bodies, linked to the accommodation available.

With regards to a visit abroad, anyone can be searched at borders and other places. Different countries will have policies and procedures they will follow. Bishop Heber High School will contact the relevant border control or agency in advance to ensure that any policy or risk assessment completed by the school is accurate for that visit.

There are countries that are not as legally and culturally open as the UK. In fact, some have laws that make it illegal to be part of the transgender community. Some countries even make it an offence not to report to the authorities that someone is part of the transgender community. Bishop Heber High



BISHOP HEBER HIGH SCHOOL

RESPECT · OPPORTUNITY · ACHIEVEMENT

SINGLE EQUALITY SCHEME

School will consider and investigate the laws regarding transgender communities in any country considered for a school visit.

Signed: Mrs S Anderson (Chair of Governors)

Mr D Curry (Headteacher)

Administration Use	
Statutory/Non-Statutory:	Non-Statutory
Website:	Yes
GB Committee:	REP
Approval Level - Sub Committee or FGB:	FGB
Document Formulated:	April 2021
Review:	Every four years (May)
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Date Reviewed Document Approved by FGB:	13 th October 2022
Reviewed by School Council:	20 th May 2021
Date of Parental Consultation:	May 2021
Next Review Date:	May 2026

The legislation noted in this document is correct as at the time of approval.

APPENDIX ONE - GLOSSARY OF TERMS

AFAB – Assigned female at birth.

AMAB – Assigned male at birth.

Binary/Non-binary – Refers to the gender spectrum: Binary refers to the two ends of the spectrum – male and female; non-binary can be used to describe someone who identifies not solely with either of these genders, but somewhere in between.



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Binding – A FTM adolescent that is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing. It might make certain PE lessons difficult for them to participate in and could sometimes lead to breathing difficulties, skeletal problems and fainting.

Cisgender – Someone who identifies completely with their assigned gender at birth (which also corresponds to their sex).

FTM – Female to Male, a person that was assigned as female at birth but came to feel that their true gender is actually male.

Gender – The way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either, or somewhere else on the spectrum.

Gender Dysphoria – The medical condition that describes the symptoms of being transgender.

Gender Fluid – Someone who identifies as gender fluid will identify with a different gender on a varying basis. They may feel more feminine some days and more masculine on other days; or feel that neither male nor female describes them fully.

Gender Identity – The gender that a person truly feels they are inside.

Gender Recognition Certificate – An official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the true gender of the individual thereby providing full legal recognition.

Gender Spectrum – The continuum between the two binary points of male or female. This is vast and many people identify at different points.

Hormone Suppressors/Puberty Blockers – Drugs that are given in order to delay the process of puberty. These can be prescribed before a child is old enough to start taking hormones such as oestrogen or testosterone.

MTF – Male to Female, a person that was assigned as male at birth but came to feel that their true gender is actually female.

Packing – A FTM person may wear a prosthetic item in their pants that will give a bulge in their trousers so as to appear more male.

Sex – The way a person's body appears, sometimes wrongly, to indicate their gender.

Transgender – A person that feels the assigned gender and sex at birth conflicts with their true gender.

Trans Female – Someone who was assigned male at birth but identifies as female.

Trans Male – Someone who was assigned female at birth but identifies as male.

Transition – The process of changing gender. This may be by having surgery to change sex organs, or by taking hormones.

Tucking – A MTF person may tuck (and sometimes tape) their genitals between their legs so that it does not show at the front.

APPENDIX TWO

PROCESS FOR SUPPORTING A TRANSGENDER OR GENDER QUESTIONING STUDENT IN SCHOOL

The student shares with a trusted adult that they are transgender or gender questioning



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Listen to the student and recognise that you may be the first person the student has confided in and that they may not be ready to discuss this with others, including their parents/carers.



The student wishes to begin social transition in school

E.g. the student wants to change their name or the pronouns used by and for them, or they wish to wear clothes that are associated with their self-identified gender, or use toilets or changing rooms that are appropriate to their self-identified gender.

Discuss with the student whether they agree to a supportive discussion with the School Inclusion Manager which the Trusted Adult will/can also attend.



Planning support

The Inclusion Manager will ascertain:

- Is the student Gillick competent?
- Does the parent know about and support the student with their self-identified gender?
- Does the student want their parents/carers to know and whether support is needed with this?

The Inclusion Manager will

- Signpost the student to further support and plan the social transition in school
- Inform staff, only if the young person wants them to know, providing guidance
- Speak with the student's parents/carers, only with the young person's agreement, and signpost them to support (if required)



Follow up

Regular checks should take place to check on the welfare of the student and whether any additional support is required. These should take place by the Trusted Adult and/or the Form Tutor. Any concerns should be passed to the Inclusion Manager.

When a student is not 'out' to their parents, staff will use the student's former name and pronouns when contacting the student's parents/carers.