



Equality Guidance and Procedures

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DATE APPROVED:	September 2026
APPROVED BY:	LCB
NEXT REVIEW DATE:	September 2027

1. Rationale and Aim This policy is to be read in conjunction with the BEST equality policy

St Christophers Academy (SCA) are committed to ensuring equality of education and opportunity for all pupils/students, staff, parents and carers receiving services from the academies, irrespective of race, gender, disability, religion and belief, or socio-economic background. SCA aim to develop a culture of inclusion and diversity in which all those connected to the academies feel proud of their identity and are able to participate fully in academy life.

The achievement of pupils/students is monitored by race, gender and disability and the academies use this data to support pupils/students, raise standards and ensure inclusive teaching. SCA aim to tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes, and creating an environment which champions respect for all. SCA also aim to make diversity a strength, which should be respected and celebrated by all those who learn, teach and visit the academy.

2. Policy

SCA operate equality of opportunity in their day to day practice in the following ways, bound by the following legislation.

Equality and the law

There are a number of statutory duties that must be met by every school/academy in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

Public Sector Equality Duty

The Equality Act 2010¹ introduced a single Public Sector Equality Duty which applies to public bodies, school including both LA maintained and Academies. The school must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act;
- Advance equality and opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Under the Equality Act 2010, it is unlawful to discriminate against a pupil or prospective pupil by treating them less favourably on the basis of a 'protected characteristic.' The protected characteristics are:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

A person's age is a protected characteristic in relation to employment, and in regard to the provision for goods and services. It does not, however, apply to pupils/students **and so the academy** is free to arrange pupils/students in classes based on their age group with materials appropriate to them.

Having due regard in this context means that we will:

- remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- tackle prejudice, and
- promote understanding

Compliance with the duties may involve treating some persons more favourably than others; but not to the extent that it would permit conduct that would otherwise be prohibited under the Equalities Act.

Admissions and exclusions

SCA admissions arrangements are fair and transparent, and do not discriminate on protected characteristics²

Exclusions are always based on SCA's Behaviour Policy. SCA closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Teaching and learning

SCA aims to provide all pupils/students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, SCA will:

- Ensure equality of access for all pupils/students and prepare them for life in a diverse society;
- Have high expectations and aspirations for all of our children and young people
- Monitor achievement data by ethnicity, gender and disability and action any gaps in achievement and progress
- Take account of the achievement of all pupils/students when planning for future learning and setting challenging targets;
- Use materials that reflect the diversity of the academy, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice;
- Provide opportunities for pupils/students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage discussion of equality issues which reflect on social stereotypes
- Include teaching and classroom-based approaches appropriate for the whole academy population, which are inclusive and reflective of their pupils/students.
- Use contextual data to improve the ways in which they provide support to individuals and groups of pupils/students;

Race Equality

The definition of race includes colour, nationality and ethnic or national origins.

Disability

This section should be read in conjunction with SCA's Special Educational Needs Policy and Accessibility Strategy.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils/students and between women and men and transgender people.

SCA will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- Promote equality between men and women.

Transgender Identity

A Transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity. A Female to Male (F2M) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (M2F) person will have the external appearance or body of a male and identify their gender as female.

The word Transgender is sometimes used interchangeably with the term *gender-variant* but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth. Children and pupils/students that experience or show gender variance may or may not be transsexual, as some will not retain their gender variance following puberty because gender variance can be fluid.

Gender Dysphoria (*or Gender Identity Disorder*) is a clinical condition that can present from as early as age 2 and can only be diagnosed by a medical and/or psychiatric expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers (currently not available in the UK under the age of 16), to ameliorate the symptoms associated with being Transgender. 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 currently only possible through a specialist team. 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 or all young Transgender people (and their families) will need some expert support as they grow up and develop.

Sex Discrimination (Gender Reassignment) Regulations 1999

Individuals who intend to undergo, are undergoing or have undergone gender reassignment are protected from discrimination in work, school and vocational training (including higher education study).

Less favourable treatment relating to absences arising from gender reassignment is unlawful if: ○ the treatment is less favourable than if it had been due to sickness or injury ○ the treatment is less favourable than if it had been due to some other cause and, having regard to the circumstances of the case, it is reasonable not to be treated less favourably. Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

Discrimination

As stated, The Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is Gender Reassignment.

The legislation states that a school must not discriminate against a pupil/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 F2M student.

Academy Uniform

Transgender pupils/students will be expected to follow the Academy Uniform Policy, which covers uniform, make-up and jewellery. There is a generally broad range of uniform available for both genders.

Sexual Orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils/students and treatment of pupils/students.

Community cohesion

The Education and Inspections Act 2006 inserted a new section 21(5) to the Education Act 2002, introducing a duty on the Governing Bodies of State Schools to promote community cohesion. Community cohesion encompasses promoting good relations between pupils/students from different races, faiths / beliefs and socio-economic backgrounds. The duty came into force on 1 September 2007.

Consultation and involvement

It is a requirement that the development of this policy has been informed by the input of stakeholders. SCA have achieved this by using the following:

- Input from staff surveys or through staff meetings / INSET;
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support;
- Feedback at Governing Body Meetings. **Roles and Responsibilities**

The role of Governors

The Local Governing Body (LGB) have set out their commitment to equal opportunities and will continue to do all they can to ensure that the Academy is fully inclusive to pupils/students, and responsive to their needs based on the protected characteristics.

The LGB seek to ensure that people are not discriminated against when applying for jobs on grounds of the protected characteristics – refer to HR Equality Policy.

The Governors take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make Academy communications as inclusive as possible for parents/carers and pupils/students.

The Governors welcome all applications to join the academy, whatever a child's socio- economic background, race, gender or disability.

The LGB ensure that no child is discriminated against whilst in the Academy on account of their race, sex or disability, gender, religion and belief or the fact that they are pregnant or are undergoing gender reassignment.

The role of the Principal

The Principal promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of academy life.

The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

All staff will ensure that all pupils/students are treated fairly, equally and with respect, and will maintain awareness of SCA's Equality Policy.

All staff will strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images.

All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Principal.

Teachers support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

Tackling discrimination

Harassment or victimisation on account of any of the protected characteristics is unacceptable and is not tolerated within the Academy environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil/student's individual circumstances.

Staff and Governors should be aware of both direct and indirect discrimination and understand the differences:

- Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.
- Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a senior member of staff where necessary. All incidents are reported to the Principal and racist incidents are reported to the LGB and Local Authority on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act e.g. making an allegation of discrimination.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

GLOSSARY OF TERMS

Binding – a F2M 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.

F2M – Female to Male, a person that was identified 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 both. **Gender**

Dysphoria – the medical condition that describes the symptoms of being Transgender. **Gender Identity Disorder** – GID is a medical term describing being Transgender, this tends not to be used owing to the subtext around the word "disorder".

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 Role** – the social role/interaction with others, which gives expression to the inner gender identity and reinforces it.

M2F – Male to Female, a person that was identified as Male at birth but came to feel that their true gender is actually Female.

Packing – a F2M 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.

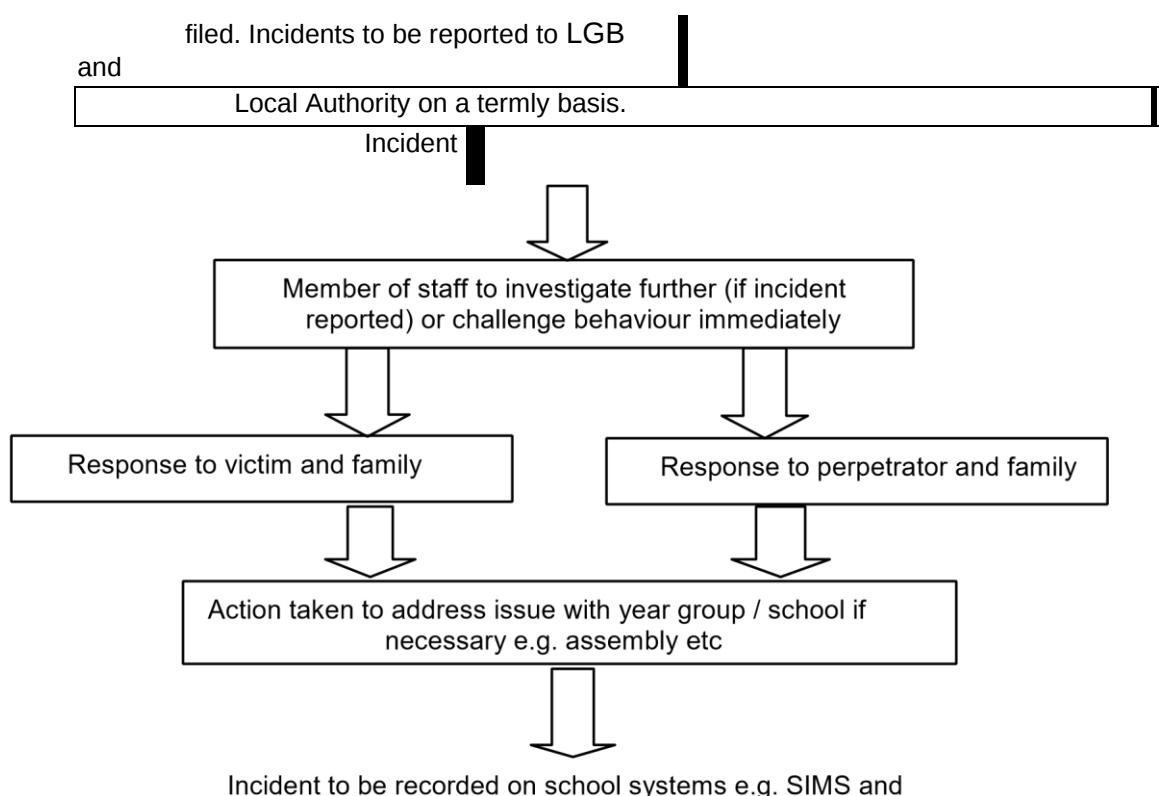
Transgender – a person that feels the assigned gender and sex at birth conflicts with their true gender.

Transsexual – a Transgender person who lives fulltime in their true gender. **True Gender** – the gender that a person truly feels they are inside.

3. Procedure

Responding to and reporting incidents

It should be clear to pupils/students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole academy.



4. Links to Other Policies

SCA's Behaviour Policy

Academy Uniform Policy

There is an overarching BEST equality policy, this school document is intended to provide additional guidance and site-specific procedures. The overarching BEST policy does not just refer to HR recruitment.

5. Monitoring and Evaluation

This policy will be reviewed every three years or as necessary.

SCA make regular assessments of pupils/students' learning and use this information to track pupil/student progress. As part of this process, achievement by ethnicity, gender and disability are regularly monitored to ensure that all groups of pupils/students are making the best possible progress, and take appropriate action to address any gaps.

6. Implementation and Review

In order to meet the statutory requirements to publish information to demonstrate how they are complying with the Public Sector Equality Duty, SCA will:

- 1.1. Publish information on each academy website
- 1.2. Raise awareness through the school newsletter, assemblies, staff meetings and other communications
- 1.3. Make sure hard copies are available

The information that demonstrates how the academy is complying will need to be published at least annually. Publication of information in future years should include evidence of the progress made. The information released does not simply have to be statistical data but can for example include minutes from LGB Meetings that demonstrates progress.

This policy will be made known to all staff, parents/carers and governors, and published on the academies websites. Copies are also available upon request from the academy office.

The plan of actions below are linked to wider whole school and policy development but are summarized as follows.

Objective	Action	Time
<i>To raise awareness of wider issues of inclusivity and diversity. To</i>	<i>Ensure inclusivity and topical and current thinking is embedded as component of CPD schedule. To embed the Inclusivity Plan.</i>	2024 schedule.
<i>To embed Tolerance as core value.</i>	<i>Ensure the Value of Tolerance is visited frequently throughout the Value cycle and included as a core component of the SCA Curriculum.</i>	Ongoing.