



Equal Opportunities Policy Equality, Diversity and Inclusion

Updated: Michaelmas 2023

Updated by: AFP (DH- Inclusion and Wellbeing)

Linked documents: PSHE and SMSC Audit, Accessibility Plan 2022-2025, Admissions Policy, Anti-bullying Policy, Behaviour Management Policy, Statement of Boarding Principles and Practice, Repton's Safeguarding Children and Child Protection Policy, PSHE and RSE Policy, The Equality, Diversity and Inclusion Strategy (see Appendix 4)

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Links to other Policies

This policy is a Whole-School Policy. It is relevant to all staff and applies to all pupils from Year 9 to year 13.

It is informed by:

- The Equality Act 2010
- The UK GOV document: The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May2014.
- Schools Transgender Guidance
- The AGBIS document: Towards an Equality, Diversity and Inclusion Strategy
- KCSIE 2023
- The NMS for boarding (updated September 2022)
- Political impartiality in Schools 2022

It should be read in conjunction with the following policies and protocols:

This policy should be read in conjunction with:

- SMSC Audit
- Accessibility Plan 2022-2025
- Admissions Policy
- Anti-bullying Policy
- Behaviour Management Policy
- Statement of Boarding Principles and Practice
- Repton's Safeguarding Children and Child Protection Policy
- PSHE and RSE Policy
- The Equality, Diversity and Inclusion Strategy (see Appendix 4)

Key Staff

John Golding JGolding@repton.org.uk	Principal Deputy Head	i/c Day-to-Day Management of the School
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Sally Lees SLees@repton.org.uk	Deputy Head Safeguarding Designated Safeguarding Lead	i/c Safeguarding and child protection
Anna Parish AParish@repton.org.uk	Deputy Head Inclusion and Wellbeing	i/c PSHE (including RSE) i/c Health and Wellbeing Centre i/c Matrons i/c Prefects
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Adam Watkinson AWatkinson@repton.org.uk	The Chaplain	i/c spiritual wellbeing
Pippa Parker PParker@repton.org.uk	Head of Personalised Learning	i/c SEN
Nicola Blunt NBlunt@repton.org.uk	Lead School nurse	i/c Health and Wellbeing Centre
TBC	Pupil Wellbeing and Mental Health Lead	i/c Individual pupil wellbeing

Repton School Whole School Policies

Equal Opportunities: Pupils

1 General

- 1.1 Promoting equal opportunities is fundamental to the ethos of Repton School. We welcome pupils from a diverse range of backgrounds, which we believe enriches our community and prepares our pupils for the wider world beyond school. We aim to provide a comfortable, welcoming and tolerant environment in which every individual feels valued and can flourish and to develop a culture in which diversity is not merely accepted but celebrated. Respect for others is enshrined in the School's Values and Aims and in the Repton Code of Conduct.
- 1.2 The School is committed to the promotion of equal opportunities for all, regardless of race, religion or belief, gender (including gender reassignment), sexual orientation, age and disabilities. It is mindful of the protected characteristics set out in the Equality Act 2010.
- 1.3 In addition to scholarships, the School offers a number of means-tested bursaries in order to help make it possible for those who would otherwise not be able to afford the fees, and who meet the School's admission criteria, to attend the School. (see Appendix 5)
- 1.4 Unfair discrimination or any form of derogatory remarks, practice or material must be seen to be quickly and firmly rejected by members of staff, who should be familiar with and uphold the School's Anti-Bullying Policy and the Staff Code of Conduct. The Anti-Bullying Code is published annually to pupils and staff in the Calendar (White Book) and is also available on house noticeboards and to parents on the School website.
- 1.5 Information regarding pupils' situations and support needs is available on the school database. Pastoral and welfare information can be found on the school MIS, maintained by Housemasters/mistresses; EAL and SEN information is maintained by the EAL Co-ordinator and the Head of Personalised Learning respectively; medical information is updated by the School Nurse.
- 1.6 We take positive action to provide equal opportunity to all students and staff and others using school facilities.

2 Guiding Principles

2.1 In fulfilling our legal obligations, we are guided by the following principles:

- All pupils are of equal value.
- We aim to reduce and remove inequalities and barriers that may already exist.
- We recognise and respect diversity and actively promote the Equality Act and protected characteristics it identifies
- We promote a shared sense of belonging in our community. This includes fostering positive attitudes and relationships between staff and pupils
- As part of our work on Equal Opportunities we aim to consult and involve the whole school community

3 Aims

- We expect pupils and staff to treat each other with respect and dignity at all times.
- We expect that all pupils will have the opportunity to achieve their full potential and be motivated to succeed, secure in the knowledge of their own worth.
- We recognise the importance of preparing our pupils for life in a diverse society where they exercise respect and understanding for everyone.

4 Religion and Worship

- 4.1 Repton has a strong Christian tradition and all pupils are expected to attend Chapel services on Wednesday (whole-school) and Sunday mornings (boarders, although other pupils are welcome). These services are an expression of the identity and values of the school community and, while they are conducted within the tradition of the Church of England, there is a strong emphasis on general moral development and the individual's journey of faith. The School promotes the values of personal integrity, tolerance and respect for others, and a sense of responsibility for the more vulnerable within their community. Pupils are encouraged to participate in the planning and conduct of the services and Houses are actively involved in leading these. The Chaplain invites a range of speakers to address the School community from both faith and secular groups. There is a link with a local Roman Catholic parish.
- 4.2 Any pupil who wishes to attend worship in a different faith or tradition may do so by agreement with the Chaplain and the Headmaster and by arrangement with his or her Housemaster/mistress.
- 4.3 The School supports religious observance such as Ramadan and allows greater flexibility across routines and timings for those undertaking periods of fasting and prayer.

5 Race, language and culture

- 5.1 The School welcomes applications from staff and pupils of any race, nationality and ethnic origin. Repton has always been an international school and the current pupil body includes those from many different countries, including China and the Far East, Russia, Ukraine, Turkey, the Middle East, Germany and America. Pupils whose families are based outside the UK comprise a mixture of foreign nationals and expatriates.
- 5.2 All official activities within the School, including lessons, are conducted in English and in order to cope with the academic demands of the curriculum and the social environment of the School, pupils are expected to be competent and confident English speakers. Pupils for whom English is a second language are tested as part of the Admissions process, to ensure that they can access the curriculum, and there is a programme for those pupils who are not native speakers of English.
- 5.3 Care is taken in allocating pupils who are non-native speakers of English to boarding houses, to create the optimum opportunities for them to be fully integrated into the house and school communities. Pupils are also encouraged to speak English in all group situations, in order to ensure that there is no exclusion of any individual. Staff, however, recognise the demands that this places on pupils, particularly in the early stages of their

Repton career, and will support appropriately. It is also appreciated that at times those with a common language will wish to socialise together and will, naturally, speak in their native tongue on these occasions. It is also recognised that as well as sometimes being allowed to use own language in social situations, a ‘translanguaging’ approach may also be beneficial for non-English pupils to discuss complex concepts (e.g. in science class) in their own mother tongue

- 5.4 There is a member of staff – the Head of EAL - with particular responsibility for monitoring and promoting the welfare and pastoral needs of pupils from cultures and countries beyond the UK.
- 5.5 The intimacy of house life creates an ideal environment in which pupils can acquire an appreciation and understanding of each other’s cultures and develop qualities such as mutual respect and tolerance. Opportunities will be taken to celebrate the cultural and linguistic diversity of the School: for example, house meals that celebrate the cuisine and culture of different countries; recognising international festivals such as Lunar New Year and Maslenitsa; a ‘taster’ evening for new languages organised by the MFL Society; Graces in different languages at house meals; Thanksgiving meal.

6 Gender

- 6.1 There is a well-established and successful history of co-education at Repton: there have been girls in the Sixth Form since the mid-70s and the School became fully co-educational in 1992. The gender balance is currently approximately 55% boys and 45% girls.
- 6.2 All pupils enjoy equal access to the opportunities and facilities offered by the School and the vast majority of activities, including lessons, are co-educational, with just a small number, notably sports practices and aspects of the PSHE programme, gender-specific for practical reasons. Care is taken to ensure that as far as possible there is an appropriate balance of gender when allocating positions of responsibility or creating opportunities within the academic and extracurricular programmes, whilst still reflecting the abilities, interests and commitment of the individual pupils.
- 6.3 Two Head Prefects are chosen each year – one girl and one boy – to ensure that both genders are represented in the leadership of the pupil body. Efforts are made to ensure that both boys and girls are present in appropriate numbers on other bodies. Boys and girls are accommodated in separate boarding houses but the School is committed to providing the best possible standard of accommodation in all houses and has an ongoing programme of refurbishment. While each House has its own distinct atmosphere, all are managed in reference to a common set of school policies, rules, regulations and practices and there is regular co-ordination and discussion between the Housemasters/mistresses and SMT to maintain consistency and to promote best practice.
- 6.4 LGBTQ+ pupils are received supportively and positively, within a culture that promotes respect for individuality and diversity.
- 6.5 Additional provision is made for Transgender pupils (see Appendix 3)
- 6.6 All pupils are required to adhere to the School’s Dress Regulations. The specifics of boys’ and girls’ dress differ but all pupils are expected to adhere to the same standards of smartness and in the case of the Sixth Form, a professional code which would be recognised in the business world.

6.7 Any requests for variations on religious or other grounds will be considered by the Headmaster. These must be consistent with the School's ethos on dress and its Health and Safety requirements.

7 Age

7.1 The School accommodates pupils aged approximately between 13 and 18 and therefore spans an age range in which individuals develop very significantly in terms of personal confidence and independence.

7.2 Any variation in the School's rules or procedures relating to pupils of different ages is based on the paramount requirement to safeguard the welfare of individuals. Sixth Form pupils are typically allowed greater freedom than those in the Lower School: for example, a dress code rather than a uniform; membership of the JCR; the opportunity to visit Burton or Derby at weekends without adult supervision by prior agreement with their Housemaster/mistress.

8 Disability

8.1 Members of staff should be prepared to give every assistance to any existing or potential pupil with a disability. The School is aware of its responsibilities under the Special Educational Needs and Disability Act and has a three-year accessibility Plan. The Special Educational Needs Co-ordinator will maintain the LDD Register, ensure that all staff are aware of pupils' LDD/SEN and offer appropriate support and guidance. Management of individual pupils' needs resides primarily with the Housemaster/mistress, who will ensure that appropriate accommodation is made of the physical, educational and social environments and liaise with all relevant and appropriate bodies within the School and beyond. The School has in recent years successfully accommodated a number of individuals with specific needs.

8.2 Any sanctions given to pupils will take into account any SEN or disability of the individual pupil.

9 Dietary requirements

9.1 The School operates a system of house dining whereby all meals (breakfast, lunch and tea) are taken in the boarding houses. This builds a sense of community and camaraderie amongst the pupils, fosters good manners, develops positive interaction and relationships with adults and enables staff to monitor pupils, particularly with regard to their general well-being and their diet, regularly and unobtrusively.

9.2 While this system does not allow a wide choice of menu to be presented, all Houses will seek to accommodate the dietary requirements and, as far as possible, preferences of pupils. In addition to the main dish of the day, a vegetarian option is always available for non-meat eaters, as well as salads and baked potatoes. Fresh fruit is offered as an alternative to the main pudding. Accommodation will be made for those who have particular dietary needs for either medical or cultural reasons, such as halal meat or gluten-free diets. The system of house feeding enables kitchen staff to be keenly aware of the

needs of the pupils within that community. Feedback is regularly sought from pupils and they are encouraged to engage positively in menu-planning via mechanisms such as House Food Committees and food surveys.

9.3 Responsibility for providing an appropriate, nutritious and varied diet for all pupils lies with the Head of Catering, working closely with House chefs.

10 Education

10.1 The School actively promotes the values of tolerance, respect for others and the celebration of diversity by, for example:

- The example set by staff
- Chapel services, Lists and other whole-school assemblies
- the activities of academic societies such as the Debating Society or Hampshire Soc.
- charitable activities such as the Christmas Fayre, the Lent Charity and other fundraising initiatives
- engagement with the wider community via Community Service and Duke of Edinburgh programmes
- links with the Repton International Schools
- links with other local schools through educational and outreach initiatives
- PSHE and tutorial programmes
- other curriculum opportunities – for example, in English, Drama, Religious Studies, History and Politics
- promotion of positive role models
- celebrations of diversity and understanding of the wider world
- celebrating and marking other cultural days – such as Diwali

11 Equality, Diversity and Inclusion (EDI) at Repton

11.1 The School has appointed a Deputy Head Inclusion and Wellbeing to lead the strategic development of Repton's Equality, Diversity and Inclusion programme

11.2 The Deputy Head Inclusion and Wellbeing has created an EDI action plan

11.3 The Deputy Head Inclusion and Wellbeing works with senior colleagues at Repton and Repton Prep and in the Support Staff team to ensure a cohesive, compliant, whole-school culture of belonging.

11.4 The Deputy Head Inclusion and Wellbeing leads the strategic development of Repton's regional, community and educational partnerships and is responsible for the promotion of diversity and inclusion within Repton School and to society beyond.

EDI in the curriculum

11.5 The School works to ensure that the PHSE programme effectively and successfully addresses issues such as racial prejudice and discrimination, sexual harassment, peer-on-peer abuse, homophobia, issues around gender identity and sexual choices, issues of

faith and extremism, and that it actively promotes and celebrates the contribution of all groups to society, particularly those who have historically been under-represented.

11.6 These topics and values are also embedded within the 'Future Leaders' course for all Lower Sixth Form pupils.

11.7 The Schools works to ensure that as far as possible within subject specialisms and examination specifications, pupils consider themes of diversity and are exposed to positive stories of the contribution of under-represented groups.

Initiatives around EDI

11.8 The School aims to ensure that there are initiatives on diversity and inclusion for the pupil body as part of the pastoral and academic programmes.

11.9 This includes pupil initiatives/societies/meetings in relation to inclusion and diversity.

11.10 The School aims to train all pupils in tackling conscious and unconscious bias and particularly through the work of pupil leaders such as the School Prefects.

Monitoring EDI related matters

11.11 The Deputy Head Inclusion and Wellbeing uses the School's IMS to track EDI concerns that have been raised and maintains a log of EDI-specific incidents.

11.12 The Deputy Head Inclusion and Wellbeing works to provide education on EDI related matters if a disciplinary matter relates to an EDI issue.

11.13 If a School Detention sanction is issued for an EDI related matter, part of the sanction is to write a reflection on the lessons learnt.

12 Monitoring

12.1 The School monitors, evaluates and reviews the success of its Equal Opportunities policy by, for example:

- review by SMT, Housemasters and other school bodies;
- discussion within the Pastoral Support Group and Chapel Committee
- critical discussion with School and House Prefects
- the rolling PSHE/SMSC audit (which includes Fundamental British Values)
- informal review within the Houses, for instance through in-house dining.
- EDI curriculum audit

Appendix 1: Staff Code of Conduct

Repton Staff: Inclusion and Belonging

1. All staff should feel valued by the School for the work they do.
2. All staff, regardless of gender, religion, marital status, disability, age, ethnicity, or sexual orientation should feel respected as individuals and as professionals.
3. Repton is more than a School, it is a community in which no member of staff should feel excluded or unrecognised.
4. As a community, all staff benefit from, and are expected to contribute fully to boarding school life in its many, seven-day-a-week forms: academic, pastoral, extra-curricular, social, spiritual and cultural.
5. All staff should expect colleagues to be fair and courteous in all professional interactions.
6. Communication between colleagues – learning from, referring to, advising and appreciating one’s peers – is a vital part of the Repton community, both within and beyond one’s own department, discipline or expertise.
7. In times of difficulty, all staff should be able to rely on the help of their colleagues and feel confident to use the existing support structures for any help they might need.
8. Staff should feel able to raise any issue which affects their professional life, or raises concerns about colleagues or the School, without fear of criticism or of an opinion being held against them.
9. In setting an example to pupils and in reassuring parents, few professions demand as much in determining the way staff must talk, dress and act. We model high standards of behaviour and appearance to the student body. All staff must observe professional standards, but this need not be at the expense of one’s own identity.
10. All staff should always feel able to offer constructive comments or suggest ideas in the interests of the pupils, the School or of their colleagues.
11. All staff should feel that their work is fairly assessed and managed, some through a standardised appraisal programme, in an open and consultative process.
12. The Headmaster is accessible to all staff on a daily basis.

Appendix 2: Belonging at Repton School Prefects (published in the termly School calendar)

You belong here in this House and in this School. You matter as a member of our community. Your interests, efforts, contributions and thoughts enhance the whole that is our Repton community.

There are friends around and people to talk to when things don't work out for you. Here, you can be happy and safe. There will be challenges to overcome but there will be chances to learn from them too. You can always reach out to older pupils who will have experienced many of the same thoughts and feelings you have and ask them for their advice. Relish the opportunity to hang out with different year groups in House and eat with them in your House dining room. You, together with many others, can bemoan the tradition of fish Friday!

We are a School community that embraces achievement, both individual and collective, but which also recognises the importance of celebrating the unexceptional in one another. Every day you can make a difference by smiling at someone as you approach the Arch, opening the door into the building, or chatting to someone in the queue of the grubber as you wait for your sausage roll. You are part of a community who can applaud when teams return victorious from National finals, when individuals get selected to play for their countries and when friends are given offers to study at some of the world's leading Universities. You are also part of a community who can commiserate with each other in defeat, and encourage each other through disappointments. We are a community that cheers one another on and places a strong emphasis on mutual support and celebration of achievement in all its forms.

You now form part of the heritage of our School and your time here will be marked by some of the traditions we share as a community. You will remember the time you stand together in the hauntingly beautiful Garth, shoulder to shoulder, housemate to housemate, in silence remembering the Old Reptonians who fought for your today. You will remember the special occasions in Chapel when the whole School stood to sing "Dear Lord and Father" and you realised you already knew all the words. You will reflect on the moment you lined up on the starting line for Steeplechase and pictured your race to the gate, proudly sporting your House shirt and surrounded by a sea of colour from the other Houses. You will look back on the nights you walked from the cloisters onto the Pears School stage to sing your House Unison song in front of the whole School community – nerve wracking and exhilarating all at once.

During your time here there will be unexpected moments which will form part of the special experience of your own individual School journey. You will know that you belong when you find yourself randomly chatting to teachers and pupils as you walk around school. You might surprise yourself too when you discover you are a talented chess player, or find yourself surrounded by like-minded pupils who share similar interests to yours. You will also feel that collective sense of belonging when you take part in a school production or play, became a member of a choir or an ensemble, create something for the fashion show or attend a talk with others who you realise are just as passionate about something as you are.

And when you leave through the Arch for the last time, and mark the end of your Repton career, you will know that you are always welcome to return again to your old School. Because your time here marks you and because you belong here in this House and this School.

School Prefects

Appendix 3: Provision for Transgender Pupils and Staff

- 1.1 The School recognises that the rights and protection of transgender people are currently a rapidly developing area of law. As such, the School is actively working to ensure that there are systems in place with a view to ensuring that standards are being met, for all pupils, including those who are questioning their identity and or/ experiencing gender-related dysphoria.
- 1.2 The School aims to work closely with all pupils affected by policies and decisions relating to gender and also with their parents. In doing so the aim is to find sensitive and pragmatic solutions which ensure that every pupil:
 - Is safe
 - Has their privacy and dignity respected
 - Is enabled to access education and participate fully in the life of the School
- 1.3 The School recognises that there will be a need for flexibility of approach to supporting and including pupils experiencing gender-related dysphoria. At the same time, the other academic and pastoral needs of the pupil should not be overlooked.

2 Definitions of Terms:

Transgender children may be: *“Children or young people, experiencing gender-related distress, gender-questioning or needing support around gender”*

It is recognised that transgender children are not a homogeneous group. Some transgender pupils may thrive during a period of gender-questioning. Others may find that this period is accompanied by a level of distress which can impact on their functioning and or development.

The protected characteristic of “gender reassignment” is defined in Section 7 of the Equality Act, 2010. Some transgender pupils may have other protected characteristics in addition to or instead of gender reassignment.

The School will always seek to support any pupil who is questioning their gender or expressing a desire to identify as a person not of their assigned sex at birth. As soon as possible, parents should be brought into any such discussion. As part of this process, a counselling service is always available alongside the support of the Pastoral team.

3 Areas of consideration for School:

3.1 *Bullying, respect and self-esteem:*

The School recognises that no person should live with intimidation, ridicule or ostracism on account of their identity. It is the aim of the School to value the dignity of every pupil and to affirm this. There is a clear anti-bullying Policy which is published to all pupils. The PSHE curriculum also actively encourages respect for other people with reference made to the Equality Act. In addition there is an emphasis on the active promotion of Fundamental British values including individual liberty and respect.

3.2 Political balance:

When Political issues are brought to the attention of the pupils these are delivered in a balanced way. It is the aim of all staff to ensure that opposing views are presented fairly.

3.3 Relationships and Sex Education (RSE):

Respect for others is a clear aspect of the statutory RSE legislation. At Repton, RSE is taught within the wider PSHE programme. The programme aims to ensure that teaching is sensitive and age-appropriate. As per the statutory guidance, LGBTQ+ content is integrated into the programme of study. This means that pupils are being equipped to make decisions for themselves about how to live their own lives. There is also an emphasis placed on the need to respect the rights of others to make their own decisions. Teaching about sexuality and gender is recognised as an integral part of anti-bullying and safeguarding.

3.4. Gender stereotypes:

The School is alive to the issues of gender stereotypes including: everyday sexism, misogyny, homophobia and gender stereotypes. There is active promotion of a culture where these stereotypes are not tolerated and are properly tackled.

3.5 Admissions:

The School recognises that a pupil's sexual orientation or gender identity is not a lawful consideration in determining admission. This is per the guidance in the Gender Recognition Act, 2004.

3.6 Uniform:

The School looks to ensure that consideration is given to any request regarding a change of uniform. These requests should be made individually to the Principal Deputy Head.

3.7 Sport:

All pupils are actively encouraged to take part in Sport at Repton. Consideration will be given to separating pupils by sex for Sport where strength, stamina or physique will have an impact. It is recognised that sport can be restricted to pupils of one birth sex where the restriction is necessary in the interests of fairness and or safety. The School is guided by the Sport England advice or by the relevant governing bodies of individual sports. The School will document its approach to participation by transgender pupils where appropriate.

3.8 Toilets and changing rooms:

Toilets must be suitable for all pupils. The provision of these facilities will have regard for the "sex and special requirements" of pupils. Consideration will also be given to the privacy of the individual pupil. There will also be thought given to access to the disposal of sanitary products. There are labelled "inclusive" toilets around the School site – both in the boarding Houses and in the teaching departments.

3.9 Changing facilities:

Appropriate changing facilities are provided for transgender pupils. This is to ensure that staff members and pupils have access to changing rooms that correspond to their gender identity. The School recognises that consideration also needs to be given to the sensitive handling of changing facilities at away fixtures.

3.10. Boarding accommodation:

A request to accommodate a transgender pupil in a boarding House of their expressed gender will involve thorough consideration of the needs of all pupils who are potentially impacted. The purpose of this is to ensure the safety, welfare, dignity and privacy of every pupil is respected.

Consideration will be given to the sleeping arrangements, washroom and toilet facilities in the boarding accommodation to take account of both transgender pupils and other pupils.

A support plan will also be put in place for the transgender boarding pupils.

3.11 Health:

It is recognised that pupils experiencing gender-related dysphoria sometimes commence some form of medication whilst of school age. The School's approach is linked to NMS 7 which covers access to medical provision.

Medicines will be safely and securely stored in Houses. Boarders will also have access to medical support. In addition it is recognised that boarders must be able to contact parents/ carers. All pupils are signposted to "Who can I talk to" resources. This includes information on how to contact the independent listener.

3.12 Confidentiality:

There may be situations when a pupil confides in a member of staff about sexuality and or gender identity but does not want this information disclosed more widely.

Where possible the School will work cooperatively with parents as primary carers. At the same time the School will take into account the wishes and feelings of the child as per Gillick competency.

Where appropriate the School will work with pupils in an appropriate and sensitive way to help them understand the implications of their decisions. School staff should also manage pupil's expectations and avoid assurances of confidentiality.

The School will encourage pupils to discuss the situation with their parents and where appropriate support them to do so.

4 Transgender specific considerations:

The School recognises that a change of name is normally a trigger point for providing support:

The School will work to accommodate the pupil's preferences.

There will be support for the pupil to communicate about this to their family and peers.

Consideration will also be given to:

- How long the pupil considers they have been transgender
- Whether or not they are receiving treatment
- Whether welfare plans are in place
- Guidance from children's social care if anyone at the School has concerns about the pupil's welfare or considers them at risk of harm

4.2 *Name:*

All Pupils should be registered at the School by their legal name. A pupil cannot change their name without parental consent before they are 16. Repton will work with parents and pupils to record a preferred name on the information management systems.

For the exam board – the UPN/ULN – will be linked to the pupil's legal name. Exam certificates are issued in a preferred name. When contacting parents / guardians the School will aim to use the name and pronoun as agreed with parents.

A Pupils right to decide name and gender identity is linked to capacity. In a situation where there is parent and pupil disagreement on names and pronouns the School may need to submit an Early Help Referral.

All name and gender changes will be handled sensitively and respectfully by the School.

4.3 *Risk Assessment, supervision and safeguarding:*

The School aims to safeguard and promote the welfare of all its pupils. The aim of the School is to foster healthy and respectful peer-to-peer communication and behaviour. It is recognised that LGBT pupils can be targeted and that national data indicates that incidents of homophobic and transphobic bullying are common in schools.

The School recognises that LGBTQ+ pupils should have a trusted adult that they can be open with. Additional consideration should also be given to Online safety.

There will also be a risk-assessed approach for ensuring the safety and wellbeing of pupils in shared accommodation. The AS tracking profile of the pupil will form part of the consideration of the Risk Assessment.

5 School Trips:

The School will work to consider how to manage sleeping arrangements for residential trips. This will be done by assessing each individual case and trip separately. There will be discussion well in advance in collaboration with accommodation providers and outside organisations. The School recognises that Transgender pupils may be able to share with another pupil. The consent of the other pupil will to be obtained well in advance of the trip. These arrangements should also be incorporated into the Risk Assessment for the trip and the EV coordinator made aware.

6 Staff:

The School recognises that employees are protected from discrimination based on their gender identity. The working environment should not in any way be intimidating, degrading, hostile or offence to staff with a protected characteristic

It is recognised that there is scope for conflict between protected characteristics – religion and belief, sexual orientation and gender identity.

Appendix 4: The Equality, Diversity & Inclusion Strategy

1 Introduction

Times change and we change with them, grafting new ideas on to the traditional virtues of the School's Values and Aims in the development of well balanced, socially aware, global citizens.

The currency of Equality, Diversity and Inclusion has always been a part of our Repton community, enshrined in the Repton Code of Conduct and the Equal Opportunities Policy. We insist on the highest standards of behaviour in the daily life of the School. Safeguarding and Child Protection is at the forefront of what we do and this Equality, Diversity and Inclusion Strategy springs naturally from that clear focus on individual care, safety and belonging.

Moving forward, it is incumbent upon the School to respond purposefully now to the change prompted by Black Lives Matter and George Floyd, by Sarah Everard and Everyone's Invited and by the Transgender debate. We need to make sure that these issues, and others relating to the protected characteristics of the 2010 Equality Act are embedded in a modern, informed Repton culture.

This document is intended primarily to ensure a culture of Equality, Diversity and Inclusion for our pupil body and to identify and explain the consequences this has for staff in teaching and caring for them.

However, the processes and principles of EDI extend across all staff, academic and support, and both schools, senior and Prep. Operations and the Prep (VH) will develop separate site/work-specific strategies from this model ensuring overall congruence with the aims and objectives while adapting methods to suit what are different environments with their own Compliance Inspections.

7 Aims

1. To ensure that all pupils enjoy the same right to a happy, safe and fulfilling experience at Repton regardless of race, gender or gender identity, sexual orientation, religion, disability, background or age.
2. To ensure that Repton is compliant, legally and regulatorily.
3. To ensure that staff are sufficiently trained in Equality, Diversity, and Inclusion in order to model values effectively.
4. To ensure that EDI values are embedded in the taught curriculum; via PSHE and RSE, in subject curriculums, in the choice of visiting speakers, topics, events, trips and tours.
5. To ensure that there is a zero-tolerance stance on all forms of discriminatory behaviour.
6. To ensure and develop still further that sense of individual identity and a confidence in belonging to a community in which everyone is valued for themselves.
7. To ensure equality of opportunity.
8. To ensure that pupils feel that their concerns and disclosures will be listened to and taken seriously as part of a process which may involve liaison with external agencies.

8 Identification of Terms

Diversity is about the ways people differ. These differences should be recognised, celebrated and treated as a natural part of society.

Equality is a natural extension of diversity and is based on the idea of fairness, whilst recognising that everyone is different.

Inclusion means that all people regardless of their abilities, disabilities, or health care needs, have the right to be respected and appreciated as valuable members of their community.

Equity (in this context) is about giving people what they need in order to make things fair. It means giving more to those who need it, which is proportionate to their own circumstances, in order to ensure that everyone has the same opportunities, for example providing more support to a disadvantaged student so they can reach their full potential.

Zero Tolerance In practice, this means taking all allegations seriously. It does not mean that the same actions will always be taken if a report is upheld; instead there should be a range of options in terms of sanctions with proportionality being a principle in determining consequences. Zero tolerance means that the leadership will make it possible and safe for anyone, no matter their position or contractual status, to be active in shaping a climate where harassment is never ignored, minimised or excused. Where claims to zero tolerance sit alongside an absence of action, lived experiences undermine the value of the claim. Contradictory signals risk damaging the reputation, internal and external of the organisation and the belief of the staff or students concerned, that there is a serious intent to change culture. At the heart of zero tolerance practice is the certainty that the organisation will never do nothing in response to knowledge of harassment, will always support those who report, sanction perpetrators and will proactively ensure that equality and non-discrimination inform its work

9 Legal Requirements & Considerations

The Equality Act 2010 (Equality Act)

The law governing discrimination in respect of employment and the provision of goods and services, which includes provision of education, is set out in the Equality Act.

The key purpose of the Equality Act is to protect people from unfair and unjust treatment on the grounds of a 'protected characteristic'. The Act contains nine protected characteristics: gender, age, disability, marriage and civil partnership, pregnancy and maternity, race, sexual orientation, religion or belief, and gender reassignment.

The Act generally relies on individual litigation-driven enforcement. The Equality Act makes it unlawful for schools to discriminate, harass or victimise applicants, pupils or staff on the basis of their protected characteristic. The Equality Act applies to schools, including their pupil admissions, staff recruitment, provision of education, facilities and disciplinary processes (see below for certain exemptions for schools and charities).

Legally, there are different types of discrimination under the Equality Act:

- Direct discrimination occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
- Indirect discrimination occurs where a provision, criterion or practice is applied which disadvantages people with a protected characteristic, and which cannot be justified as a proportionate means of achieving a legitimate aim.
- Disability discrimination, which includes:
 - Direct and indirect discrimination
 - Discrimination arising from disability - where someone is treated unfavourably because of something arising in consequence of their disability and it cannot be justified as a proportionate means of achieving a legitimate aim; and
 - Failure to comply with the duty to make reasonable adjustments - schools have a duty to make reasonable adjustments for disabled employees and pupils and they will be in breach of the Equality Act if they fail to make reasonable adjustments to alleviate disadvantages caused by a disability.
- Harassment is unwanted conduct related to a protected characteristic which has the purpose or effect of violating a person's dignity or creating a hostile, humiliating or offensive environment for them. For the purposes of harassment, the protected characteristics of pregnancy and maternity and marriage and civil partnership are not relevant. Harassment includes conduct of a sexual nature and less favourable treatment of an individual because they rejected or submitted to sexual harassment or harassment related to sex or gender reassignment

10 EDI and Inspection: Regulatory and Statutory Responsibilities

It is important that we recognise that EDI will be a significant component of any Inspection and we will need to look at this in three main ways:

1. That the key elements of EDI are present in all of the relevant paperwork – policies, protocols, website, minutes of meetings etc
2. That the various constituencies of the School – staff, pupils and parents - have sight of EDI in action and understand its role in the School.
3. That there is evidence of it in action – a record of its presence within our operations as evidence of ii.

Independent School Standards

The Education (Independent School Standards) Regulations 2014 (Regulations) set out standards that apply to independent schools in England. The standards are contained in the Schedule to the Regulations.

The Independent School Standards guidance (applicable to England) is intended to help proprietors of independent schools understand the obligations under the Regulations. Inspectors take the guidance into account when reporting to the Secretary of State on the extent to which standards are being met, or are likely to be met, in relation to an independent school. The Department for Education would also take it into account when making decisions about regulatory or enforcement action on individual schools.

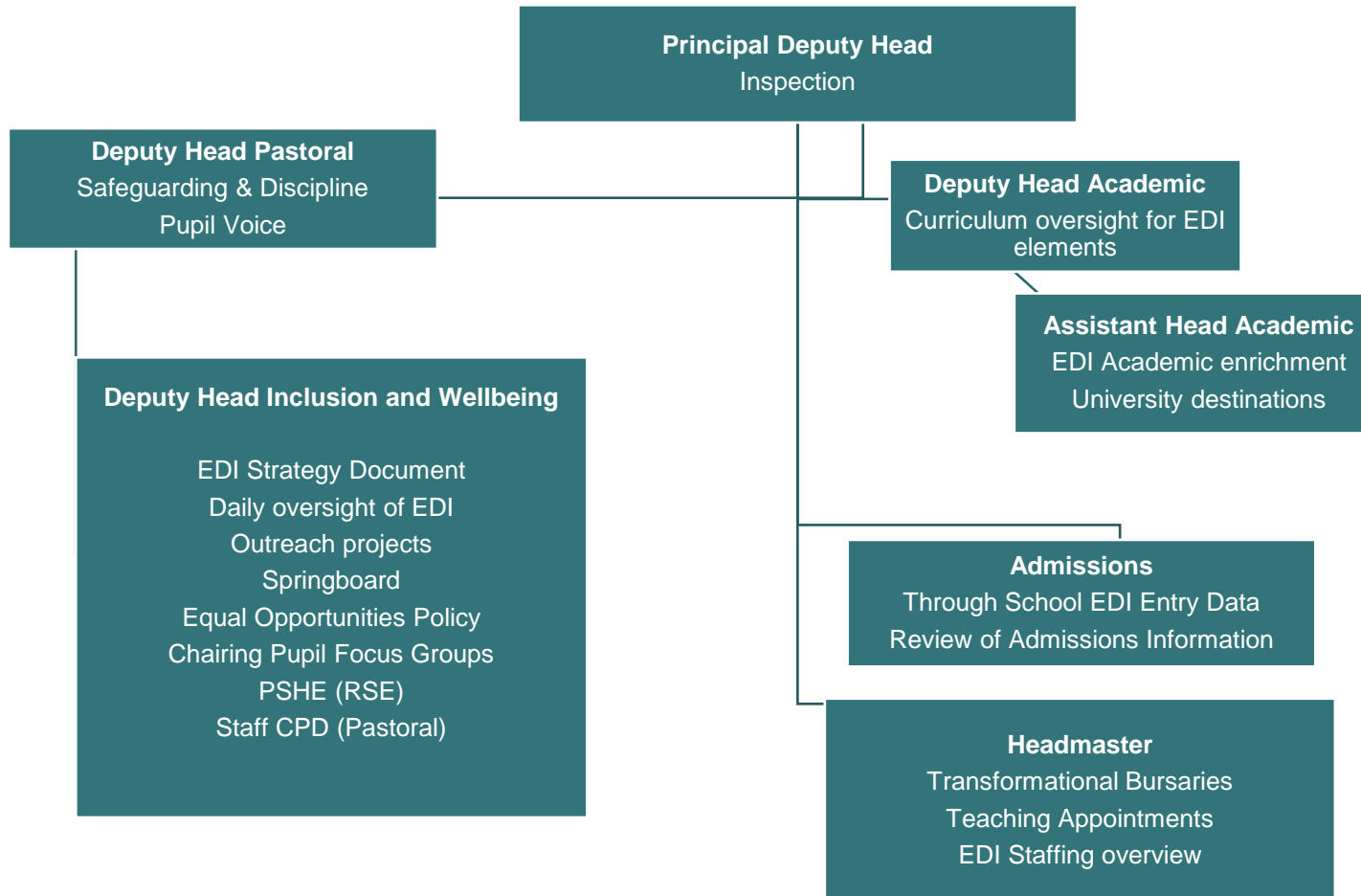
The Regulations embed the principle of respect for equality at the heart of school life. Schools are expected to actively promote principles that “further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures”. Schools must teach respect for protected characteristics through the Personal, Social, Health and Economic (PSHE) curriculum.

Independent Schools Inspectorate

The ISI Inspection Framework (applicable to England) sets out that inspectors will evaluate (among other things):

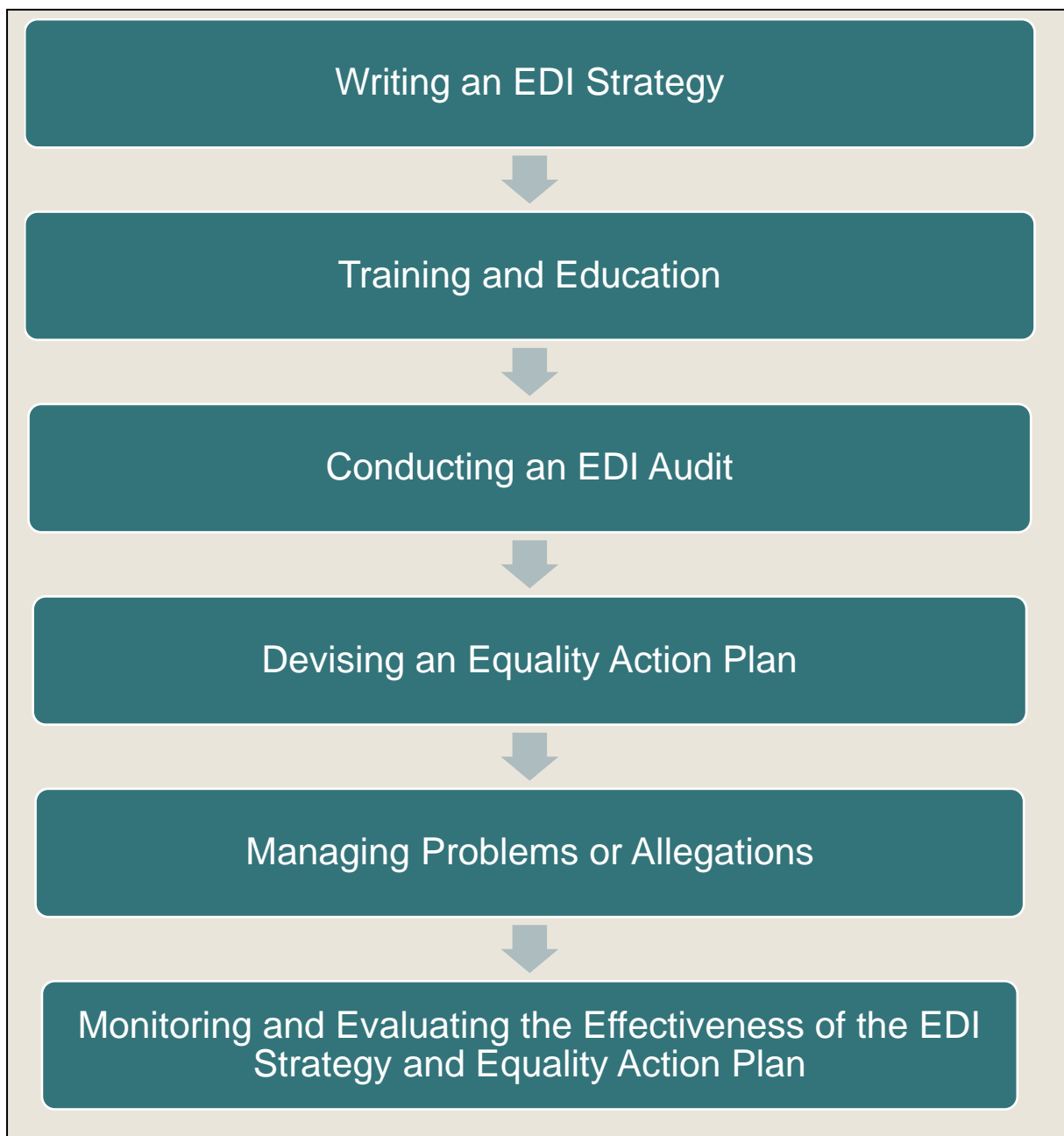
- The extent to which pupils respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions.
- Provision that prepares children for life in modern Britain: respect, positive contribution; development of fundamental British values; developing understanding and appreciation of diversity and differing needs within a community; and
- The extent to which leaders fulfil their statutory duties; for example, under the Equality Act 2010 and other duties and in relation to the ‘Prevent’ strategy and safeguarding and safer recruitment.

11 Our Whole-School Approach to EDI (Embedding an Equal, Diverse and Inclusive Culture)



12 Repton School Strategy for Pupils and Teaching/Pastoral Staff

In broad terms, there are six key stages:



13 Implementing the Strategy

1. There is a need to ensure that the principles of EDI are clearly part of policy, both for the pupils' sake and to be compliant with any Inspection. Legislation already informs the Equal Opportunities Policy but this EDI document will sit as a permanent appendix to it.
2. Owners of all policies will review them in the light of EDI principles. Many policies will have reference to qualities such as 'fairness' or 'openness' or 'opportunity' but these need to be checked and, where appropriate replaced with 'equality', 'diversity' and 'inclusion'.
3. This is a whole-school, whole-staff issue. CPD will become a part of INSET, with both academic and support staff receiving training together wherever possible alongside job-specific instruction. In particular, staff will need instruction on how 'unconscious bias' works to inform careful assessment of their particular processes and responsibilities.
4. Risk Assessments will also need to reflect a specifically EDI focus too, particularly House RAs, in order to base this understanding at the heart of the pastoral process. This will be work for the Deputy Head Pastoral and the Health and Safety Manager.
5. Admissions will regularly review material and data to monitor the diversity of intake.
6. At the heart of the planned expansion in RISL is the opportunity to provide more transformational bursaries to invite talent from all social and ethnic groups, alongside our existing commitment to the Springboard programme to increase the diversity of the School.
7. The Headmaster and the Executive will review EDI issues relating to all aspects of the School – Senior, Prep and Operations - on an annual basis.
8. The EDI Equality Action Plan will proceed from this strategy document, establishing a baseline and setting out realistic expectations.

14 Individual Responsibilities

<p>The Principal Deputy Head will:</p>	<ul style="list-style-type: none"> • In conjunction with the DHP and via the annual Wellbeing Survey, enable all pupils to voice experiences of, and attitudes to, protected characteristics to establish an understanding of how EDI matters impact on the School to enable an informed response. • Under the guidance of the Headmaster, establish clear rules for uniform and appearance which balance the need for smart formality with an appropriate reflection of individual need. A new uniform is being investigated currently and pupil voice will be a key component of its selection. • In consultation with the Headmaster, and thereby with recourse to the School's PR consultants, other external agencies where necessary, the governing body and the Marketing Department, as well as the DHP and the pastoral team, oversee responses to events of national significance (eg. BLM, Sarah Everard) which impact on EDI issues and pupils within the school. • Either directly, or through the Staff Wellbeing Group, ensure mechanisms for all academic staff EDI issues to be voiced, consulting the Director of HR where necessary or appropriate. • Ensure that, with reference to all stakeholders, for all Inspection purposes the School is compliant. • Ensure ongoing CPD at staff INSET. • Oversee the implementation of EDI through the creation of the EDI Equality Action Plan and annual report. • Maintain a log of all minor staffing issues relating to EDI alongside scrutiny of any staff disciplinary or professional matter for EDI characteristics.
<p>The Deputy Inclusion and Wellbeing will:</p>	<ul style="list-style-type: none"> • Continue to work on projects with our partnership schools and the local community in order to open Repton's facilities to a wider audience. • Oversee the Springboard programme. • Lead discussion of significant EDI events eg. Black History Month, LGBTQ+ Pride events, Chinese New Year, Maslenitsa and oversee celebratory or informative events in consultation with the DHP and AHP. • Be the individual designated to consider and monitor the EDI aspects of daily school life, reporting to the PDH. Maintain a log of any EDI related disciplinary incident • With the DHP, establish and co-Chair pupil voice focus groups on EDI matters and protected characteristics, along the lines of the existing Repton Pride group. • Report on EDI to the Pastoral Committee on a termly basis. • Deliver the principles of EDI systematically through the PSHE and RSE programmes and through any associated talks or speakers in order to achieve both regulatory compliance and effective outcomes for our pupil body.

	<ul style="list-style-type: none"> • Ensure that the House Prefect and Headmaster's Prefect bodies are a true reflection of the diversity of the School and that selection processes take into account equality of opportunity. • Seek opportunities for EDI CPD.
The Deputy Head Pastoral will:	<ul style="list-style-type: none"> • Together with the DHIW will monitor all aspects of behaviour amongst the pupil body, ensure that data is collected, logged and scrutinised and sanctions assessed for incidents involving ethnicity, religion, gender and gender identity. • Ensure that sanctions given are appropriate to the needs of particular individuals eg. SEN pupils and work set in timed conditions and involve no discrimination, either overt or unconscious. • Where appropriate, consult parents of children with protected characteristics prior to entry, in tandem with the Admissions Department. • With the DHIW, ensure that pupil voice is surveyed, measured and recorded, not least through co-chairing pupil focus groups (see above). • Oversee the report on EDI to the Pastoral Committee on a termly basis.
The Deputy Head Academic, together with the Assistant Head Academic will:	<ul style="list-style-type: none"> • Conduct a review of the Repton curriculum to ensure that it reflects, on a Through-School basis, the key concepts of EDI, offering positive examples of protected characteristics and creating opportunities for diversifying course content. • With the Head of Personalised Learning, ensure that reasonable adjustments are made for individuals with additional needs and disabilities. • Ensure that educational initiatives and the Enrichment programme, including FLFS and the Speaker Programme, have an EDI component and that external speakers are properly vetted. • Deliver educational initiatives which are open to the local community as part of the Outreach programme. • Ensure that via the Curriculum Policy, departments have policies in place on critical aspects of EDI eg, race in English Literature in the role of Crooks in 'Of Mice and Men' or how we teach colonialism in History or offering both a range of British and World history as a Through-School model. • Report on EDI to the Academic Committee on a termly basis.
Governors will:	<ul style="list-style-type: none"> • Review the safeguarding elements of EDI at the termly Pastoral Committee – details to be provided as part of the DHP's report, including any sanctions given for harassment, racial bullying and lower level microaggressions. • Review the management of EDI in the School as a standing item on the agenda for the Pastoral Committee; a report to be submitted by the DHIW and overseen by the DHP. • Receive a summary of EDI implementation in full governing body reports, following an annual review by the Headmaster and the Executive.

Appendix 5: Transformational Bursaries

1. The School is committed to providing transformational bursaries for a number of pupils each academic year
2. The transformational bursary project is a major part of the School's outreach work
3. The Deputy Head Inclusion and Wellbeing works with the Deputy Head Admissions and Marketing and the Repton Foundation, to encourage applications for the School's transformational bursaries programme, where appropriate in tandem with local authorities and with national organizations
4. The School works actively with the Royal Springboard Foundation and provides a number of places for Springboard pupils. These may be at two points of entry - Year 9 and Year 12
5. [Royal National Children's SpringBoard Foundation \(royalspringboard.org.uk\)](http://royalspringboard.org.uk)
6. The School also works with other national organizations such as Buttle, where appropriate
7. [Home - Buttle UK](http://www.buttle.org.uk)
8. The hope of the transformational bursaries programme is to provide places for pupils at the School from minorities or under-represented groups.
9. The Deputy Head Inclusion and Wellbeing oversees a support programme for the recipients of transformational bursaries. This involves pupils from both Repton Prep and Repton Senior