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1. Introduction

- 1.1 At St Faith's (the "School"), we are committed to fostering a school community in which every individual is valued, respected, and supported. As a British school with a global perspective, we celebrate the richness that diversity brings and strive to ensure that equity and inclusion are embedded in all aspects of school life.
- 1.2 We are proudly rooted in the Methodist tradition, which emphasises compassion, justice, service, and the inherent worth of each individual, and welcome pupils and staff from a wide range of backgrounds, beliefs, cultures, and identities. Our aim is to ensure that all members of our community feel a strong sense of belonging and are empowered to thrive.
- 1.3 We are further committed to parity of access and esteem—ensuring that all pupils and staff have equitable access to opportunities, resources, and recognition, and that every contribution is valued equally, regardless of background or identity.
- 1.4 We are committed to empowering every member of the community to contribute meaningfully to the Community and meet and aim in practice to exceed our legal obligations under the Equality Act 2010 by cultivating a culture of kindness, dignity, and mutual respect.

2. Aims

- 2.1 To ensure that all pupils and staff are safe, respected and included and have equitable opportunities to fulfil their potential.
- 2.2 To foster a school culture where prejudice is actively challenged and relationships are grounded in respect, dignity, and kindness.
- 2.3 To respect different cultures, identities and perspectives and equip pupils to contribute positively to a diverse and interconnected world.

3. Scope

- 3.1 This policy applies to all members of St Faith's School community, including pupils, staff, governors, parents and carers, contractors, volunteers, and visitors.

4. Legal and Strategic Framework

- 4.1 This policy is informed by the following legislation and guidance:
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The UN Convention on the Rights of the Child
 - The UN Convention on the Rights of Persons with Disabilities
 - DENI Strategy for School Improvement: Every School a Good School (2009)

5. Definitions

- 5.1 Equity: Ensuring fairness and justice by recognising and responding to individual needs, rather than treating everyone identically.
- 5.2 Diversity: Embracing the variety of experiences, perspectives, and identities within our community.
- 5.3 Inclusion: Creating an environment where all individuals are welcomed, respected, and able to participate fully in school life.

6. Responsibilities

- 6.1 Governors: Provide strategic oversight and support for the School's Equity, Diversity, and Inclusion agenda, ensuring that EDI remains a key focus in governance and leadership discussions.
- 6.2 SMT EDI Champion (The Head): Oversee implementation and review of the policy.
- 6.3 SMT : Monitor progress, lead initiatives, advise on curriculum, and deliver training for staff and pupils.
- 6.4 DSL/Deputy Head: Monitor instances of discriminatory behaviour in school and its impact.
- 6.5 Deputy Head and HR: Responsible for staff welfare, including concerns related to wellbeing, discrimination, and inclusion.
- 6.6 Deputy Head Academic/HoDs Responsible for ensuring the curriculum is inclusive and reflects the School's EDI commitments.
- 6.7 Director of Wider Curriculum: Responsible for ensuring the wider curriculum is inclusive, accessible, and reflects the School's EDI ethos.
- 6.8 Learning Support : Provide targeted support for neurodivergent and international pupils respectively (See the Special Educational Needs and Disabilities (Learning Support) Policy).
- 6.9 Pastoral Staff: Promote inclusive values and practices within the House system and support pupil wellbeing.
- 6.10 All Staff: Uphold the principles of this policy in their daily practice.
- 6.11 Pupils: Treat others with respect and contribute to an inclusive school culture through active participation and feedback.
- 6.12 Parents: Parents are expected to work in partnership with the School to support their child's welfare, wellbeing and educational development, while upholding the School's commitment

to a safe, respectful and inclusive community. They should engage constructively with the School and treat all members of the community with dignity and respect

7. Equal Opportunities

- 7.1 Pupils: We are committed to ensuring that all pupils - regardless of background or protected characteristic - are treated fairly and supported to succeed. Admissions, teaching, pastoral care, and co-curricular opportunities are designed to be inclusive and equitable. Reasonable adjustments are made for disabled pupils or pupils with additional needs, as outlined in the Accessibility Plan and Special Educational Needs and Disabilities (Learning Support) Policy.
- 7.2 Staff: Recruitment, retention, and promotion of staff are based on merit and conducted in accordance with equal opportunities principles. We encourage prospective and current staff to communicate needs so that reasonable adjustments can be made as appropriate through the recruitment process and in work. We are committed to building a staff body that reflects the diversity of our wider community and to ensuring that all staff are treated with dignity.

8. Preventing Discrimination

- 8.1 We are committed to preventing all forms of discrimination and fostering a respectful, inclusive environment for pupils, staff, and the wider school community. This includes, but is not limited to:
- 8.1.1 Direct Discrimination: Treating someone less favourably because of an actual or perceived protected characteristic.
- 8.1.2 Indirect Discrimination: Applying policies or practices that disadvantage individuals with protected characteristics.
- 8.1.3 Victimisation: Penalising someone for raising concerns about discrimination or supporting others who do.
- 8.1.4 Harassment: Creating a hostile, intimidating, or degrading environment for someone based on an actual or perceived protected characteristic.

9. Our Commitment

- 9.1 Our commitment to fostering an inclusive, respectful, and equitable environment for all members of its community applies across both the learning environment - where pupils are supported to thrive academically, socially, and personally - and the working environment - where staff are empowered to contribute meaningfully and are treated with dignity and fairness. The following subsections outline how this commitment is embedded in curriculum, pastoral care, training, recruitment, community engagement, and support structures.
- 9.2 **Inclusive Curriculum and Pastoral Care for Pupils:** We are committed to ensuring that the School's curriculum is inclusive and reflective of the diverse community it serves. This work is carried out in close consultation with the Deputy Head Academic and the Heads of

Department to ensure alignment with the School's broader equity and inclusion goals. Teaching materials are carefully selected and developed to represent a wide range of cultures, histories, identities, and gender perspectives, fostering a learning environment that is both representative and respectful.

9.2.1 The Learning Support department plays a vital role in supporting disabled and neurodivergent pupils, offering tailored academic and pastoral provision to meet individual needs.

9.2.2 Pastoral care places an emphasis on the voice of each pupil and is tailored to meet the specific and unique needs of pupils. The School celebrates cultural awareness, events and festivals from around the world as directed by our pupil and staff groups, reinforcing a sense of belonging and appreciation for global diversity. Efforts are made to ensure gender representation is balanced across leadership roles, extracurricular activities, and pupil voice platforms, with parity of access promoted across all subjects and opportunities. The Pastoral system fosters inclusion, celebrates diversity, and supports pupils' social and emotional wellbeing, serving as a cornerstone of the School's pastoral framework.

9.3 **Staff and Pupil Training:** To cultivate a culture of awareness and inclusive behaviour, the Deputy Head Academic and the Heads of Department tasked with designing and delivering regular training sessions for both staff and pupils. These sessions cover a range of topics including implicit bias, cultural competence, respectful communication, inclusive teaching practices, and workplace inclusion.

9.4 **Recruitment and Employment:** The School is committed to promoting fair and inclusive recruitment and employment practices that attract and retain a diverse workforce. We actively seek to remove barriers to employment and progression, ensuring that all candidates and staff are treated with dignity and respect.

9.4.1 Recruitment processes are designed to attract a diverse field of applicants, to be transparent and free from bias, with inclusive language used in job descriptions and advertisements. Shortlisting and interview panels are trained in implicit bias awareness and will reflect a diversity of perspectives wherever possible.

9.4.2 We are committed to making reasonable adjustments throughout the recruitment process and during employment to support applicants, disabled staff, and those with other specific needs. This includes adjustments to the application process, interview arrangements, working environment, and job duties where appropriate, to ensure equitable access and opportunity for all.

9.4.3 Staff diversity data is collected to support our commitment to fostering an inclusive and respectful workplace. This information helps us build a clearer understanding of our workforce and will, in future, inform developments in our employment practices. Feedback mechanisms, such as exit interviews, staff surveys, and EDI forums, also

contribute valuable insight into staff experience and help ensure our culture remains welcoming and supportive for all.

9.5 Community Voice and Engagement: Pupil and staff voice are recognised as central pillars of School development.

9.5.1 All pupils are given equitable opportunities to lead and participate in school life, with achievements across academic, creative, and pastoral domains recognised with equal esteem.

9.5.2 Staff are equally encouraged to contribute to the School's EDI agenda through participation in working groups, forums, and surveys and formal consultative bodies such as the Staff Consultative Committees. Their insight helps shape inclusive policies, practices, and culture across all areas of School life.

9.6 Communications with Parents: We are committed to maintaining open and transparent communication with parents, ensuring that dialogue is constructive, respectful, and collaborative. By building trusting relationships, we aim to create an inclusive extended community that celebrates diversity and promotes equity, enabling all pupils and families to engage fully with the opportunities our school offers. This approach reflects our belief that partnership with parents strengthens the sense of belonging and shared responsibility across the whole School community.

9.7 Reporting and Addressing Concerns: The School is committed to maintaining an environment where all members of the community feel safe, respected, and empowered to raise concerns related to equality, diversity, and inclusion. Staff and pupils are encouraged to report any incidents or behaviours that do not align with the School's EDI values.

9.7.1 Pupils can report concerns to their Head of Year, Tutor, or a member of the Pastoral Team.

9.7.2 Staff can raise concerns through their line manager, HR, or a member of the SMT. the .

9.7.3 All reports are taken seriously and will be investigated promptly and sensitively. Individuals who raise concerns will be treated with respect and protected from retaliation. Appropriate action will be taken to address any issues identified, in line with the School's policies and procedures.

9.7.4 This commitment reinforces our shared responsibility to uphold an inclusive culture and ensures that concerns are addressed constructively and transparently.

10. Implementation and Monitoring

10.1 The curriculum, pastoral programme, and co-curricular activities are regularly reviewed to ensure they reflect and promote inclusive values.

- 10.2 The School will regularly review staff-related policies and procedures to ensure they align with the principles set out in this EDI policy and support an inclusive working environment.
- 10.3 Staff and pupils receive ongoing training to support inclusive practice and equip them to challenge discrimination effectively.
- 10.4 Feedback from pupils, staff, and parents informs our ongoing EDI work and helps shape inclusive practices across the School.
- 10.5 Data on staff and pupil demographics, recruitment, progression, and experience are collected to identify disparities and guide continuous improvement in EDI efforts.
- 10.6 The Head reports annually to the Governing Body on EDI progress and priorities.

11. Policy Review

- 11.1 This policy will be reviewed bi-annually to ensure its effectiveness. We will also monitor our progress in achieving our EDI objectives, reporting these to Governors and making adjustments as necessary.

12. Appendices

- 12.1 The following appendices provide additional detail on specific areas of equity, diversity, and inclusion within the School. They are designed to support the implementation of this policy by outlining inclusive practices, legal responsibilities, and support mechanisms related to race, sex, faith, gender identity, and sexual orientation. They should be read in conjunction with the Accessibility Plan and the Special Educational Needs and Disabilities (Learning Support) Policy, which highlight the School's commitment to those who have special educational needs and / or disabilities . These appendices should be read in conjunction with the main policy and reflect our commitment to fostering a respectful and inclusive school environment for all. While they address key areas of focus, they do not represent an exhaustive list of protected characteristics, and the School remains committed to upholding equity and inclusion across all areas covered by the Equality Act 2010.
- 12.2 Intersectionality: The School is cognisant that where an individual holds two or more protected characteristics they are at greater risk of discrimination and possible harm. An intersectional approach will be taken where possible, to mitigate issues and affirm a person's wishes and needs.

Appendix A – Racial Equity Policy

1. Purpose and Scope

- 1.1 This appendix affirms St Faith's School's commitment to racial equity and to fostering a community in which all racial and ethnic identities are respected, celebrated, and supported. It applies to all areas of school life, including admissions, recruitment, employment, teaching and learning, pastoral care, and co-curricular activities and extends to all members of the community.

2. Our Commitment

- 2.1 As a diverse and inclusive School, we are committed to:
- 2.1.1 Ensuring equitable access to opportunities for all pupils and staff, regardless of racial or ethnic background.
 - 2.1.1 Actively challenging racism, bias, and discrimination in all forms.
 - 2.1.2 Promoting cultural understanding and anti-racist education across the curriculum and wider school life.

3. Inclusive Practice

- 3.1 Admissions and Recruitment: Admissions decisions are based on merit and potential. Recruitment processes are designed to attract and support a diverse staff body reflective of our pupil community.
- 3.2 Belonging and Representation: We celebrate the cultural heritage of our community through assemblies, displays, and events.
- 3.3 Reporting and Response: Pupils and staff are encouraged to report incidents of racial discrimination.
- 3.4 Behaviour and Culture: Disrespect or discrimination based on race or national origin is not tolerated and is addressed through education, restorative practice, and, where necessary, sanctions.

4. Education and Awareness

- 4.1 The curriculum includes diverse perspectives and histories, with regular review to ensure inclusive representation.
- 4.2 PSHE, assemblies, and Tutor time provide space for discussion of race, identity, and social justice in age appropriate ways.

- 4.3 Pupils and staff engage in ongoing training and workshops to build cultural competence and anti-racist understanding.

5. Pastoral Support and Voice

- 5.1 Pastoral support is available to any pupil or staff member affected by racial prejudice. St Faith' provides safe spaces for pupil dialogue and contribute to policy development.
- 5.2 Staff engage in open dialogue through consultative bodies help shape inclusive practices and policies.
- 5.3 Feedback from pupils and staff is gathered through surveys and forums to inform ongoing improvement.

6. Monitoring and Accountability

- 6.1 The Senior Management Team (SMT) will regularly analyse data related to race – such as admissions, attainment, progression, behavioural sanctions, and staff recruitment to identify and address any disparities.
- 6.2 Progress will be reviewed annually by SMT and reported to governors.

Appendix B – Equality of the Sexes

1. Purpose and Scope

- 1.1 This appendix outlines our commitment to ensuring equality between the sexes in all aspects of school life. It applies to pupils, staff, and the wider school community. The policy promotes fairness and opposes any form of discrimination on the basis of sex, including stereotyping, harassment, or victimisation.

2. Our Commitment

- 2.1 The School upholds its obligations under the Equality Act 2010 to ensure that no individual is disadvantaged on the basis of their sex. We will:
- 2.1.1 Promote equal opportunities for all pupils and staff.
 - 2.1.2 Remove barriers to participation, progression, and leadership.
 - 2.1.3 Challenge sexism, misogyny, misandry, and stereotyping on the basis of sex.
 - 2.1.4 Foster and practise mutual respect, dignity, and fair treatment.

3. Inclusive Practice

- 3.1 Admissions: All applicants are treated equitably, with decisions based on merit and potential.
- 3.2 Staffing and Recruitment: Recruitment processes aim to address underrepresentation and support balance between the sexes across all roles. Staff are supported in accessing professional development and leadership opportunities, with attention to removing gender-based barriers.
- 3.3 Curriculum and Co-Curricular: Pupils are encouraged to pursue their interests freely, without limitations based on sex, and stereotypes are actively challenged across the curriculum and co-curricular programme. While some sports activities and fixtures may be organised on a sex-specific basis due to the nature of the sport, competition structures, or fixture arrangements, opportunities are provided for all pupils to participate in a wide range of sports, clubs, and activities throughout the year.
- 3.4 Reporting and Response: Pupils and staff are encouraged to report behaviour, comment, or practice that may constitute discrimination, harassment, or victimisation on the basis of sex.
- 3.5 Behaviour and Culture: Disrespect or discrimination on the basis of sex is not tolerated and is addressed through education, restorative practice, and, where necessary, sanctions.
- 3.6 Intersex People: Pupils or staff who are intersex will be treated with dignity, fairness, and respect in all areas of school life.

3.6.1 Intersex pupils or staff have the right to privacy. Intersex status constitutes medically sensitive information and will be treated as confidential medical information. Such information will be disclosed on a strict need-to-know basis in line with safeguarding and data protection protocols.

4. Education and Awareness

- 4.1 Curriculum content actively challenges restrictive or harmful sex-based stereotypes.
- 4.2 Talks, workshops, and staff training support understanding of equality, respectful relationships, and the impact of sexism on school and workplace cultures. Educational initiatives aim to equip pupils with the knowledge and skills to recognise, challenge, and avoid discriminatory behaviours in school and beyond, while staff development supports inclusive professional practice and leadership.

5. Voice and Support

- 5.1 The School will listen carefully to feedback from pupils, staff, and parents. Pastoral support will be available to pupils and staff affected by sex-based discrimination or bias.

Appendix C – Transgender, Gender-Fluid and Non-Binary Policy

1. Introduction

- 1.1. The School is committed to supporting all pupils and staff and to maintaining a respectful environment in which everyone can thrive. Where a pupil is questioning their gender, or identifies as transgender, gender-fluid or non-binary, the School will consider their circumstances on an individual basis and provide appropriate support in accordance with its safeguarding duties, the pupil's welfare needs, and the principles set out in Keeping Children Safe in Education (KCSIE). The School recognises that some pupils and families may require additional support and will work with them sensitively and appropriately to promote wellbeing and safety.

2. Legal Context

- 2.1. We uphold our responsibilities under the Equality Act 2010, which protects individuals undergoing or proposing to undergo gender reassignment.
- 2.2. The Equality Act confirms that a person will have the protected characteristic of gender reassignment if that 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”. Therefore, any individual who is legally one sex, but makes clear an intention to identify with another sex (including by expressing a non-binary or gender fluid identity) is likely to have the protected characteristic of gender reassignment.
- 2.3. We also recognise the importance of safeguarding and supporting pupils exploring their gender identity.
- 2.4. This policy reflects both the Cass Review’s emphasis on careful, individualised support and Government guidance, ensuring our practices remain responsible, evidence-informed and pupil-centred.

3. Principles

- 3.1. We promote respectful attitudes towards gender diversity and challenge stereotypes and discrimination. Each case is approached individually and with sensitivity. Consistent with KCSIE, the School will not exert pressure on a pupil to adopt any particular gender expression or identity. Decisions will be made on a case-by-case basis, with the pupil's welfare, safeguarding needs and best interests as the primary consideration.
- 3.2. We work closely with pupils and their families to ensure appropriate support. Unless there are safeguarding reasons not to do so, the School will take an open approach to communication with the pupil’s parents/carers.
- 3.3. Gender stereotypes or discrimination on the basis of gender alignment will be challenged.

4. Definitions

4.1. For the purposes of this policy, the School defines:

- 4.1.1. **SEX** as a person's biological status. This is usually assigned at birth and on the basis of external anatomy. Sex is typically categorised as male, female or intersex.
- 4.1.2. **GENDER** as a social construction relating to behaviours and attributes based on masculinity and femininity.
- 4.1.3. **GENDER IDENTITY** as a personal, internal perception of oneself as a man, woman, neither or both. Gender identity may correlate with a person's assigned sex or may diverge from it. It may not be outwardly visible to others.
- 4.1.4. **GENDER FLUID** as someone who does not identify their gender as fixed.
- 4.1.5. **GENDER DYSPHORIA** as the distress that results from an incongruence between one's sex and one's gender identity. This should be diagnosed by a clinician.
- 4.1.6. **TRANSGENDER** as a person whose gender identity differs from their sex.
- 4.1.7. **GENDER TRANSITION** as the process(es) a person may take to align themselves with their gender identity. This may range from revealing gender to friends and family, changing pronouns, wearing different clothes and updating legal documents, to medical interventions such as hormone therapy or surgical intervention.
- 4.1.8. **NON-BINARY** as a term used by a person who does not describe their gender as fitting into a set category of man or woman.

5. Implementation

- 5.1. The School will work with any pupil (and their family/carer) or staff member in school to support their individual needs. Support will be tailored to reflect the needs of the individual.
- 5.2. Names and Pronouns: Pupils and staff may request to be known by a preferred name and pronouns. These preferences will be respected wherever reasonably possible. Unless there is a safeguarding reason not to do so, the School will always inform parents/carers of a pupil before making a change to name or pronouns in school.
- 5.3. Records and Exams: Legal requirements regarding the recording of names and sex on official documents are followed, with sensitivity to individual preferences where possible. This applies to both pupil and staff records, with reasonable efforts made to respect identity while meeting regulatory obligations.

- 5.3.1. Under the Education (Pupil registration) Regulations 2006, schools are required to record the full legal name of every pupil on the admissions register. However, we can ensure that our system also notes preferred name.
- 5.3.2. The School is also required to register the sex of each child in the School. This must reflect the sex assigned at birth.
- 5.3.3. Information supplied by the School for the School Census requires the “gender” of a child to be recorded as either male or female.
- 5.4. Identity Verification, Employment Checks and DBS: As part of safer recruitment, statutory employment checks and payroll requirements, staff are required to provide identity documents that reflect their current legal name and sex. We recognise that this may cause distress for individuals whose legal documents do not align with their lived identity. The School is committed to handling all such matters sensitively, discreetly and respectfully.
 - 5.4.1. Transgender, genderfluid and non-binary staff may choose to use the DBS “Sensitive Applications Route”, which enables applicants to disclose previous names or gender directly to the DBS rather than to the School, ensuring that this information does not appear on the DBS certificate or become visible to recruiting staff. Information about this service is available from the DBS Sensitive Applications Team (sensitive@dbs.gov.uk or 0300 131 2784).
 - 5.4.2. Only staff with a strict operational need (HR, Safeguarding, Recruitment) will access legal identity documentation, and internal systems will use preferred names wherever this does not conflict with statutory requirements.
- 5.5. Uniform: Reasonable adjustments are made to support comfort and dignity for pupils and staff, including flexibility in uniform or dress codes where applicable.
- 5.6. Facilities: The School will discuss preferences for changing facilities and toilets with the pupil (and parents/carer) or staff member. The School will seek to accommodate wishes if reasonable, taking into account the dignity of the individual and balancing that with the facilities available and the welfare of other pupils and staff (taking into consideration other protected characteristics such as sex, or religion and belief).

6. Education and Support

- 6.1. PSHE plays an important part in educating pupils to be understanding and respectful of diversity within and beyond the School. The PSHE curriculum, together with the associated RSE (Relationships and Sex Education) curriculum, are updated annually, taking account of the latest guidance - including the statutory guidance “Political Impartiality in Schools” (February 2022) - as well as feedback from staff and pupils.
- 6.2. Staff will receive training on EDI matters generally.

- 6.3. Pastoral support is available to all pupils and staff have access to confidential support through HR and line management. Confidentiality is respected for all members of the community.
- 6.4. PE and Sport: These are key to the curriculum and wider curriculum and important for mental and physical wellbeing. We will work with any gender diverse pupils to ensure that they feel supported in PE lessons and sports activities.
 - 6.4.1. PE lessons are mixed sex. Gender diverse pupils may request to wear sports kit that makes them feel comfortable. Swimming, in particular, may be a cause for concern, and adjustments may be made to accommodate individual wishes wear.
 - 6.4.2. The School will seek to ensure that gender diverse pupils have access to sports matches according to their preferences where possible, with due regard made to the guidelines set out by the governing body of those sports. It will also be important to assess the safety of the pupil and others and the possibility of fair competition. All cases will be assessed individually and with pupil needs at the heart of decision making.
- 6.5. Activities, Trips and Overnight Stays: Individual needs are considered in planning trips and overnight stays, with safety and inclusion as priorities.
- 6.6. The needs of a gender diverse pupil or member of staff will be considered individually and relevant factors such as wishes, welfare, age, and dignity will be considered, as will the needs of other pupils or staff who may be impacted.
- 6.7. Some countries have laws which makes transgender or gender diverse status illegal. Trip leaders will be mindful of these laws and advise gender diverse pupils accordingly.
- 6.8. Travel tickets will need to be issued in the legal name of a pupil or member of staff (i.e. the name represented on the passport) to avoid border issues.

7. Behaviour

- 7.1. Reporting and Response: Pupils and staff are encouraged to report incidents of discrimination based on gender reassignment.
- 7.2. Behaviour and Culture: Disrespect or discrimination based on gender reassignment is not tolerated and is addressed through education, restorative practice, and, where necessary, sanctions.

8. Communication between the School and Parents/Carers

- 8.1. Care for a gender diverse pupil is dependent on a relationship of trust between all parties – the pupil, their parents/carers and staff. We ask that parents/carers disclose any information which will enable the school to care for and safeguard the interests of a pupil.

In return, school staff will maintain appropriate communications with the parents/carers.

- 8.2. If there are deemed to be safeguarding reasons for withholding information from parents/carers then the School will have regard for the maturity and capacity of the pupil and will liaise with medical professionals and external agencies to ensure the right support is given and maintained.
- 8.3. When contacting parents/carers of a gender diverse pupil, school staff should use the pupil's legal name and the pronoun which corresponds to sex unless the pupil or parents/carers have indicated otherwise.

9. Confidentiality

- 9.1. All pupils (and the parents/carers) and staff have the right to privacy. This includes the right to keep private one's gender status which is designated as confidential medical information and therefore subject to the highest levels of data protection. School staff should not disclose information which may reveal a pupil or staff member's private information to others in the community or outside of it, unless there is a legal requirement to do so.

Appendix D – Faith and Belief Policy

1. Purpose

- 1.1 We are proudly rooted in the Methodist tradition, which emphasises compassion, justice, service, and the inherent worth of each individual. This appendix affirms our commitment to respecting and supporting individuals of all faiths, beliefs, and none. We aim to foster interfaith understanding and ensure that all members of our community feel valued and included. This appendix should be read in conjunction with the Religious Observance Policy (Appendix E) which outlines the support available for any pupils or staff who undertake religious observance whilst at the School.

2. Legal Framework

- 2.1 We uphold the Equality Act 2010 and Human Rights Act 1998, ensuring freedom of religion and belief.

3. Inclusive Practice

- 3.1 Admissions, Staffing, and Participation: We welcome individuals of all faiths and beliefs. Recruitment and admissions, teaching, accommodation or wider curriculum participation are conducted without discrimination.
- 3.2 Curriculum and Assemblies: Religious Studies and PSHE explore a range of worldviews. Assemblies and events reflect the diversity of our community.
- 3.3 Religious Expression: Reasonable adjustments are made to support religious dress, observance, and practice for both pupils and staff.

4. Behaviour and Respect

- 4.1 Dignity: Every member of the community will be treated with dignity and with their faith, religious practices, and philosophical beliefs in mind.
- 4.2 Reporting and Response: Pupils and staff are encouraged to report incidents of discrimination based on religion or belief.
- 4.3 Behaviour and Culture: Disrespect or discrimination based on religion or belief is not tolerated and is addressed through education, restorative practice, and, where necessary, sanctions. Prejudice or harassment based on faith or belief is not tolerated.
- 4.4 Educational and restorative approaches are prioritised in response to incidents.

5. Voice and Consultation

- 5.1 The School will listen to the views of pupils and staff with respect to inclusion and faith. Pupil-led societies and forums provide opportunities for dialogue and celebration. Staff

engage in open dialogue through the St Faith's consultative bodies, helping shape inclusive practices and policies.

Appendix E – Religious Observance and Fasting Policy

1. Purpose

- 1.1 To outline the support for pupils and staff observing religious fasting or other practices, ensuring their wellbeing and full participation in school life. This includes members of our community undergoing observances during Lent, Ramadan, Yom Kippur and other festivals. The aim is to support members of the community in their faith whilst also allowing them to maintain health, wellbeing, and progress.
- 1.2 Fasting is a common practice for a variety of religions. It typically involves abstaining from food, drink and other practices for set periods. We recognise the significance of fasting as a religious observance and seek to make appropriate accommodations for any member of the community who engages in this practice.

2. Academic Adjustments

- 2.1 Homework and Assignments: Teachers will take a flexible approach to deadlines during fasting periods. Parents / Pupils should communicate with their Tutor about their needs ahead of the period of fasting so staff can be made aware.
 - 2.1.1 Teachers will avoid forming class activities around food or drink during fasting period.
 - 2.1.2 Cultural Awareness: All pupils, including those who are not fasting, will be educated about the significance of fasting to create understanding and foster support.
 - 2.1.3 Examinations: Where exams fall during a fast period reasonable adjustments will be made to ensure that there are sufficient breaks between exams or, where possible, that exams are scheduled at times which are less physically demanding (the morning). Consideration will be given to temperature so that those who are not able to drink do not become dehydrated.

3. Physical Education and Wider Curriculum Activities

- 3.1 Adjustments will be made in PE lessons and during activities to accommodate energy levels.
- 3.2 Swimming: Fasting pupils will be excused from swimming if they wish so that they do not ingest water.
- 3.3 Sports Teams and Fixtures: Fasting pupils may have a modified training schedule or choose not to compete.

4. Events and Detentions:

- 4.1 There will be consideration of fasting periods in scheduling events and disciplinary procedures.

5. Wellbeing

- 5.1 Health: Pastoral staff will check in with fasting pupils regularly to ensure they are well.
- 5.2 Support: Access to health services will be available to those who need additional physical or emotional support.
- 5.3 Medication: Those on medication are generally exempt from fasting, but those who wish to adjust their medical routines should consult with the medical centre.
- 5.4 Medical Emergencies: In extremis treatment advised by a health care professional will be administered regardless of the pupil or staff members fasting status.

6. Awareness and Communication

- 6.1 Staff receive training on religious literacy and cultural sensitivity.
- 6.2 Pupils, parents, and staff are encouraged to communicate needs in advance so appropriate adjustments can be made.
- 6.3 Privacy: The School and its community members will make no assumption about an individual's fasting practices.

7. Adjustments for Staff

- 7.1 Working Hours and Environment: Staff members may request reasonable adjustments including flexibility in scheduling, duties. Where possible the school will provide flexibility, particularly in scheduling duties in the evening.
- 7.2 Prayer: The school will ensure that private spaces are available for staff to observe prayer.

Appendix F – LGBTIA+ Rights Policy

1. Purpose

- 1.1. This policy sets out the school's commitment to ensure that all members of the school community, regardless of sexual orientation or gender identity, feel safe, respected, and included. This Appendix should be read in conjunction with the Transgender, Gender-Fluid and Non-Binary Policy (Appendix C)

2. Legal Framework

- 2.1. We uphold the Equality Act 2010 and Human Rights Act 1998 and affirm our commitment to the dignity and rights of LGBTIA+ individuals.

3. Inclusive Practice

- 3.1. Admissions and Recruitment: All applicants are welcomed and supported. Recruitment aims to reflect the diversity of our community.
- 3.2. Education and Awareness: Pupils are educated through assemblies, PSCH, a diverse curriculum and general interactions so that they understand the identities and history of LGBTIA+ people.
- 3.3. Curriculum and Culture: LGBTIA+ identities are represented across subjects and celebrated through events and displays.
- 3.4. Support: Pupils are supported by an inclusive school culture, their pastoral support team, and house groups. Staff are supported through inclusive policies, training, and opportunities for professional development. They may also seek support via their line managers, or HR.
- 3.5. Reporting and Response: Pupils and staff are encouraged to report incidents of discrimination based on LGBTIA orientation.
- 3.6. Behaviour and Culture: Disrespect or discrimination based on religion or belief is not tolerated and is addressed through education, restorative practice, and, where necessary, sanctions.

4. Voice and Representation

- 4.1. Pupil and staff voice is gathered through surveys, forums, and consultative bodies to inform ongoing development.

5. Confidentiality

- 5.1. Individuals' identities and personal information are treated with the highest level of sensitivity and confidentiality.

Appendix G – Disability, SEND and Accessibility Policy

To be read in conjunction with the Special Educational Needs and Disabilities (Learning Support) Policy and the Accessibility Plan

1. Purpose and Scope

- 1.1. This appendix outlines the School's commitment to supporting disabled pupils, staff, and other members of the community, including those who have long term health conditions, learning differences, and who identify as neurodivergent. It applies to all areas of school life, including admissions, teaching and learning, pastoral care, wider curricular activities, boarding, recruitment, employment, staff development, and access to facilities.
- 1.2. We aim to ensure that disabled and neurodivergent individuals experience full inclusion, equitable access to opportunities, and the removal of barriers which may prevent them from participating fully in school life. This appendix should be read alongside the Accessibility Plan, Special Educational Needs and Disabilities (Learning Support) Policy, Learning Support procedures, and relevant HR policies.

2. Legal and Strategic Framework

- 2.1. The School upholds its responsibilities under:
 - The Equality Act 2010, including the duty to make reasonable adjustments
 - The SEND Code of Practice (where relevant to pupils)
 - The UN Convention on the Rights of Persons with Disabilities
 - Health and safety legislation relating to the wellbeing and support of disabled individuals
- 2.2. A person is considered disabled under the Equality Act if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes many forms of neurodivergence.

3. Our Commitment

- 3.1. The School will:
 - 3.1.1. Provide an environment in which disabled and neurodivergent pupils and staff can thrive, participate fully, and feel valued.
 - 3.1.2. Take proactive steps to identify and remove barriers.
 - 3.1.3. Make reasonable adjustments to policies, practices, and environments whenever required.
 - 3.1.4. Promote positive attitudes towards disability and neurodiversity through education, awareness and representation.

- 3.1.5. Ensure that no pupil or staff member is subjected to discrimination, harassment, or victimisation based on disability or perceived disability.

4. Inclusive Practice

- 4.1. Admissions (Pupils): Admissions decisions are based on merit and potential. The School will consider reasonable adjustments during the admissions process and work with families to understand the support required.
- 4.2. Teaching, Learning and Curriculum: Teaching staff will make reasonable adjustments to support disabled pupils and pupils with learning differences, including differentiated materials, assistive technology, and flexible classroom approaches. The curriculum will represent disabled voices, histories, and contributions to foster understanding and respect.
- 4.3. Staffing and Recruitment (Staff): Recruitment processes will make reasonable adjustments for candidates who require them, such as adapted interviews, additional time, or accessible environments. Disabled and neurodivergent staff will be supported in their roles through workplace adjustments, equipment, training, and wellbeing support.
- 4.4. Access to Facilities: We will monitor and improve physical accessibility across the School site, ensuring that disabled pupils and staff can navigate classrooms, boarding houses, social spaces, and workspaces as independently as possible.

5. Reporting and Response

- 5.1. Pupils and staff are encouraged to report instances of disability related discrimination, harassment, or barriers to inclusion. All concerns will be taken seriously and handled sensitively.
- 5.2. Reports will be investigated promptly and appropriate action taken. Individuals raising concerns will be protected from victimisation.

6. Education and Awareness

- 6.1. PSHCE, assemblies, and Tutor time will include opportunities to learn about disability rights, accessibility, neurodiversity, and inclusion.
- 6.2. Staff will receive training on supporting disabled and neurodivergent pupils and colleagues, including SEND practices, communication strategies, and inclusive teaching and management approaches.
- 6.3. The School will mark and celebrate awareness days (e.g., Neurodiversity Celebration Week, International Day of Persons with Disabilities) to promote visibility and understanding.

7. Pastoral Support and Voice

- 7.1. Pupils: Pastoral, medical, and Learning Support staff will work alongside pupils to provide tailored support, including emotional wellbeing, academic adjustments, and advocacy.
- 7.2. Staff: Disabled and neurodivergent staff will have access to HR support, Employee Assistance Programme, and line management support for implementing adjustments.
- 7.3. Voice: Feedback is encouraged through pupil forums, surveys, staff consultative bodies. Disabled and neurodivergent members of the community are invited to contribute to development of inclusive policies.

8. Confidentiality

- 8.1. Information relating to disability, health conditions, or neurodivergence will be treated with the highest level of confidentiality. Disclosure of disability status will never be shared beyond those with an operational need to know, unless required by law or safeguarding duties.

9. Reasonable Adjustments (Summary Statement)

- 9.1. Reasonable adjustments will be considered on a case-by-case basis, considering individual needs, educational and operational circumstances, and the wellbeing of the wider community. Adjustments may relate to:
 - curriculum access
 - timetabling
 - equipment or technology
 - workspace configuration
 - examination access arrangements
 - flexible working or modified duties (for staff).