



BIS Cambridge House

Name of policy	Diversity policy
Policy holder	SLT
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22.09.24	Implementation of new policy		Harry Ainscough



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Purpose:

Cambridge House celebrates the diversity of its school community. This extends to all stakeholders including student, parent, school staff, visitors to school and representatives of organisations connected with the school.

The purpose of this policy is to ensure the school educates and protects its community from discrimination and intolerance. This policy should be read in conjunction with other school policies including:

- Whole School Pastoral policy which includes information and guidance around dealing with serious incidents (section 10)
- Safeguarding policy
- SEN policy
- Anti Bullying policy

The school's policy is to create a safe environment where all stakeholders feel confident to express themselves and engage with school life to the fullest without experiencing intolerance from others. Whilst the school will always seek to educate parties involved in intolerant behaviour there may be occasions where the school needs to employ sanctions as a result of the behaviour exhibited.

Intolerance towards others would include language or actions which could be deemed as: racist, homophobic, sexist, intolerant of religious views or beliefs. Bullying would also be deemed as intolerant behaviour towards an individual or group.

Aims

Cambridge House is a vibrant and diverse community that puts learning at the heart of everything that we strive to do. Every individual, irrespective of their background and personal circumstances in our richly diverse community, belongs here and are embraced for who they are.

The aim of this policy is to ensure that our stated vision as outlined above is known, understood and adhered to by all stakeholders of our school community.

Scope

The scope of this policy goes across our entire school community:

- Students
- Staff (teaching and non-teaching)
- Parents and carers
- Visitors to our school
- Globeducate

Our school context

Cambridge House is a rich international community. Its students, families and staff come from very diverse backgrounds - all of whom are important to us. No one individual or group is embraced less or more than any other.

At Cambridge House, we recognise that the words we choose to use and the actions that we choose to take can impact positively or negatively on those who hear them and experience them. Given our diverse



context, we treat the emotional and physical safety of all our school community with paramount importance.

Words, behaviours and actions can, among many things, make people feel:

- included or excluded
- safe or unsafe
- valued or unvalued
- happy or sad
- accepted for who they are or rejected because of who they are

Words, behaviours and actions that:

- exclude
- intimidate
- insult
- belittle
- disrespect
- cause fear

whether they are directed at individuals or used as generalised exclamations do not belong in our school community.

Words, behaviours and actions that portray:

- Religious affiliation
- Sexual orientation
- Gender
- Gender identity
- Race
- Ethnicity
- Disability
- Neurodiversity
- Socio-economic background

in a negative light, either directed at individuals or used more generally, do not belong in our diverse learning community.

Dealing with infringements of the policy

If a member of our school community believes that our policy for diversity has not been followed, they have channels open to them to communicate this, to have their concerns investigated and appropriate action taken. It is the responsibility of all members of our community to ensure that this happens.

The channels of communication of such concerns are:

- In the case of students: Primary; class teacher, Year team leader. Secondary; form tutor, Head of Year
- In the case of staff: Head of School, School Principal
- In the case of parents / carers: Primary; class teacher, Year team leader. Secondary; form tutor, Head of Year, Assistant Headteacher for Pastoral (Primary and Secondary), DSL, Head of School

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- All other stakeholders: Head of School

We commit to cover equality issues in our curriculum as part of our focus on pupils' spiritual, moral, social and cultural development. This is delivered through the school's PSHE programme in KS2, KS3, KS4 and assemblies.



Globeducate guidance for supporting LGBTQ+ students and their wellbeing

What does LGBTQ+ stand for?

Lesbian, Gay, Bisexual, Trans, Queer or Questioning. The plus is widely taken as a symbol to represent self-identifying members of the community who are not included in the LGBTQ community, including individuals who identify as Intersex, Asexual or Pansexual. See glossary for a full list of terminology.

Statement

Globeducate believes in compassion and strives to create a warm environment where all students feel they can be true to themselves and become successful world citizens. This includes all sexual orientations and gender identities and we do not discriminate on any of these characteristics for any of our school community. The right to equality and non-discrimination are core principles of human rights, enshrined in the United Nations Charter, The Universal Declaration of Human Rights (UDHR) and human rights treaties. The opening words of the Universal Declaration of Human Rights are unequivocal: "All human beings are born free and equal in dignity and rights." The equality and non-discrimination guarantee provided by international human rights law applies to all people, regardless of sex, sexual orientation and gender identity or "other status." United Nations human rights treaty bodies have confirmed that sexual orientation and gender identity are included among prohibited grounds of discrimination under international human rights law. This means that it is unlawful to make any distinction of people's rights based on the fact that they are lesbian, gay, bisexual or transgender (LGBT), just as it is unlawful to do so based on skin color, race, sex, religion or any other status.

Globeducate recognises the value that LGBTQ+ individuals bring to our global culture and landscape.

We understand that many people across the world still hold stigma towards people from the LGBTQ+ community and acknowledge the great challenges students can face when exploring their own identity in the face of such attitudes. We also know that as part of growing up, all children and young people will spend time exploring their identity and developing a sense of who they are. This will include thinking about whether they experience attraction to others, who they are attracted to (their emotional, romantic and/or sexual orientation), how they feel about their gender (their gender identity), and the different ways they express their gender (gender expression). These challenges can impact students in many ways and may be detrimental to their mental health, overall wellbeing and learning. LGBT children and young people often worry that those around them will react negatively to who they are and they can experience high levels of bullying.

The following guidelines and guidance for teachers is written with this in mind.

Confidentiality and Safeguarding

Being LGBT is not a safeguarding concern in itself, but children and young people can find it difficult when other people around them – such as teachers, doctors, parents/carers, family, friends, youth workers, faith leaders and other children and young people – respond negatively or don't provide the support they need.



LGBTQ+ students should know that they can talk to staff in confidence about anything that concerns them, including HBT bullying (Homophobic, Biphobic and Trans bullying).

All students will be safeguarded to the highest levels if they choose to share their identity with the school.

If a student chooses to share their identity in one of our schools we will:

- Respect the students wishes, we recognise that this is a personal decisión. The empowerment of students is central to these guidelines.
- Value the privacy of that student.
- Respect the autonomy of student choice in our provision – the student may wish to tell others and they may also prefer not to. They may also feel that they do not need support. We Will advise students but never push.
- We will support the student as they feel they need - using preferred adults and any school mental health or pastoral team.
- Educate other students through our PSHE (Personal, Social, Health and Economic) and RSE (Relationship and Sex Education) curricula and via workshops or assemblies to promote a culture of acceptance
- Use to the full value the anti-bullying policy to protect students from HBT phobic language and harassment.
- Provide staff access to training on sexual orientation acceptance and best practice

Guidance supporting non-conforming, non-binary and Trans persons and their wellbeing

Any young person has a right to be addressed as whichever gender they identify as regardless of any diagnosis or medical intervention and irrespective of age. Some young people may not have support in their home environment, we may be their trusted adults - keep this in mind.

If a student transitions at one of our schools we will:

- Respect the student's wishes. We recognise that sharing their transition is a personal decision.
- Listen to the young person at all times and consider their wishes.
- Inform staff of the student's preferred pronouns and name - reinforcing that these must be used for all interactions henceforth.
- Allow the student access to a non-gendered bathroom in order to safeguard student from harassment.
- Support the student throughout their time at the school - using preferred adults and the school mental health and pastoral team.
- Liaise in full with the young person's medical team / parents / guardians as needed.
- Educate other students via guest speakers and charities in workshops or assemblies to promote a culture of acceptance.
- Use to the full value the anti bullying policy to protect students for HBT+ phobic language and harassment.



- Ensure that staff attend training on sexual orientation and gender diversity acceptance and best practice
- Point them in the direction of resources that may help -
Mermaids Gender: <https://www.mermaidsuk.org.uk/>
Gendered Intelligence: <http://genderedintelligence.co.uk/support/trans-youth/resources>

Guidelines for staff when a student confides in them regarding self identity:

- Listen to the student.
- Thank the student for sharing something so personal. The student has seen you as a person they trust. It takes courage to share.
- Remind the student we are there for them and they are accepted as part of our community.
- Respect the student's wishes - ask what they want to happen next and what we can do for them.
- Ask questions that demonstrate understanding, acceptance and compassion. Some suggestions are:
 - *Have you been able to tell anyone else?*
 - *Do you feel safe in school? Supported by the adults in your life?*
 - *Do you need any help of any kind? Resources or someone to listen?*
 - *Have I ever offended you unknowingly?*
- The student may be entirely comfortable with their sense of self and may not need support - keep this in mind.
- Avoid assumptions. Do not make suggestion that this is a 'phase' or say 'I knew it!'.
- There is no one way to come out - everyone does this differently - so avoid comparisons or comments on that student and their actions.
- For trans students - ask them how they would prefer to be known/addressed - pronouns matter.
- Point them in the direction of resources that may help -
Young Stonewall <https://www.youngstonewall.org.uk/get-support>
American centric but <https://www.thetrevorproject.org/> is helpful too
For Trans / Gender non conforming students: <https://www.mermaidsuk.org.uk/>
- **If the student shares something that needs referral to DSL - always state that this will happen. Refer to DSL if the student is considered a risk eg: states *they can't go on*.**

Challenging Gender Stereotypes

It is important to challenge gender stereotypes as this will help prevent bullying and ensure that young people are comfortable expressing themselves.

In class, ask children and young people to discuss stereotypes of boys or girls and talk about how there is no such thing as a 'typical girl' or 'typical boy'.

- Use these discussions as a starting point to explore the different ways we express our gender (for example through our clothes, hair, or the way we walk), what 'gender

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identity' means and that not everyone identifies as a boy or a girl.

- Support these discussions by challenging gender stereotypes in the wider school environment. Avoid stereotyping, for example 'I need a strong boy to help me' or 'Jane, that is not very ladylike.'
- Avoid dividing learners by gender, whether in the classroom (you could divide them by their favourite colour, month of birth or something else) or through uniform, sports activities or other aspects of school life. This emphasises the idea that a person's gender is not the most important thing about them.
- Ensure that your uniform policy is non-gendered, for example giving all children and young people the option of trousers or skirts, tights or socks, a shirt or a blouse.
- Use your curriculum and displays to provide children and young people with visible role models who challenge gender stereotypes. Ensure that people of all genders are represented, that the role models come from a range of cultural and religious backgrounds, and that disabled role models are represented.

Something to keep in mind too is that students who are heterosexual can receive LGBTQ+ bullying and hate speech based on the perception of others.

It is important to challenge ALL instances of HBT (Homophobic, Biphobic and Transphobic) language and bullying regardless of orientation.

General Resources

<https://www.mermaidsuk.org.uk/>

<https://www.stonewall.org.uk/>

<https://www.diversityrolemodels.org/>

References: Stonewall, Sefton Sexual Health Service, unfe.org