



Equality, Diversity and Inclusion Policy

OASIS ACADEMY SOUTH BANK

JANUARY 2023

Contents

Part 1: Vision and Aims.....	2
Equality Statement	2
Context	2
Vision.....	2
Aims.....	3
Achievement of aims.....	4
Community Consultation Process.....	5
Outside the scope and links with other documents	5
Part 2: Responding to EDI incidents	7
Identifying EDI incidents.....	7
Consistent staff response to an EDI incident.....	7
Categorising and reporting EDI incidents	9
Following up EDI incidents	9
Responsibilities and accountabilities.....	10
Monitoring.....	11
Part 3 - Glossaries- Our shared language.....	12
Glossary of terms for equality, diversity and inclusion	12
Glossary of terms for racial equality, diversity and inclusion	14
Glossary of terms for LGBT+ equality, diversity and inclusion.....	20
Part 4: Appendices	25
Appendix 1: Legislation.....	25
Appendix 2: Resources and further support.....	30
Appendix 3 - Classifying an EDI incident.....	31
Appendix 4 – How South Bank supports students exploring their sexuality / gender	32

Part 1: Vision and Aims

Equality Statement

Oasis Academy South Bank is part of Oasis Community Learning and the wider Oasis Family, a community transformation movement, working in and beyond the UK. At the heart of Oasis is a deep-rooted commitment to inclusion, a desire to treat everyone equally and a respect for differences. This policy is therefore rooted within the OCL Student Equality and Inclusion Policy and seeks to localise and contextualise our practice for Oasis Academy South Bank staff, students and community.

Oasis Academy South Bank is committed to ensuring that all students flourish in our richly diverse and inclusive school culture. We aim to provide a learning environment where all members of our school community have opportunities to learn from each other and celebrate our differences as well as feeling a sense of belonging in what unites us.

Our curriculum, which seeks to open doors for all of our students, not only aims to ensure students see themselves reflected within it but also that they recognise the diverse and special environment they are learning in.

Our vision statement, that all students will achieve our two end goals, to secure their dream job and be a model citizen, regardless of their starting point, recognises the importance of equitable access to resources, opportunities and privileges. We believe in social justice and we commit to always challenging prejudicial and discriminatory behaviour.

Context

Oasis Academy South Bank, is an 11-18, non-selective academy located in the heart of London, in Waterloo. We are proud to be part of Oasis Community Learning, a nationwide trust with inclusion and community at its core.

Our ultimate aim is to be a school which represents our students' diversity at every level of leadership. This is both to ensure that our students can have role models that they can identify with and also because we know that cognitive diversity is imperative for an innovative and forward-thinking organisation.

Vision

A commitment to Equality, Diversity and Inclusion is in the veins of the school, flowing through every aspect of the Academy's work. All school systems are rooted in knowing students and working to understand their diverse backgrounds and experiences. These systems are underpinned by student and community voice and an ongoing and trusting dialogue between all stakeholders in the school which is planned, nurtured and cultivated. Anti-racism is ingrained in our curriculum and pastoral offer.

Students will flourish in a richly diverse and inclusive school culture, better able to navigate the world as a result of our curriculum. Students both see themselves reflected in the curriculum and also access learning that opens doors for their futures; opening their eyes to the diverse community in which they live, and beyond. Every student at South Bank feels valued, respected, and accepted for who they are, and they are equipped to go into the world with an

awareness, sensitivity, and vocabulary to engage with EDI issues as related to race and ethnicity, gender, sexual orientation, physical ability, neurodiversity, or religion and belief. They can navigate challenging situations in their future lives as they are confident talking about difference and diversity and understand how to challenge inequality.

The school's approach to EDI is research informed and data-driven. As well as keeping up to date with the latest research and national data regarding EDI, the school also ensures that all analysis of data (academic, pastoral, safeguarding, extra-curricular) includes specific analysis through a variety of EDI lenses. This ensures that the Academy has clear information on how its systems, curriculum and policies impacting different groups of students, and the ways in which equitable adjustments may be required.. Adults in the school seek to understand the student experience and work to recognise and empower students.

Staff choose to work in our community as they align with the school values and passionately believe in equality. The Academy is a beacon for best practice and there is a sense of pride and expertise in being a South Bank staff member because of our work in EDI. The Academy celebrates its cognitive diversity and recognises it as an essential component for the school's success.

The school is outward facing in its approach to EDI, welcoming feedback and constructive criticism, working with the guidance of key stakeholders and the community and learning from best practice. There is a shared drive, understanding and motivation regarding EDI and staff feel optimistic and engaged in the Academy's approach. Every member of staff has clear direction and understands both the school's vision for EDI but also, their own responsibilities within their area.

Aims

This policy seeks to ensure that:

- The Academy recognises and celebrates the rich diversity and different-ness in our community. All groups of people that make us who we are will feel a sense of authentic inclusion, based on positive relationships.
- Our staff and our students are equipped with experience, skill, and a vocabulary around our priority EDI themes.
- All staff are equipped to confront, educate, and engage in difficult conversations on relevant and appropriate EDI issues. They create environments that consider the diversity of all its members and the interconnected nature of protected characteristics.
- The Academy's commitment to equality and diversity is reflected through its academy policies, procedures and practice and that these policies and practice are equitably enacted.
- Curriculum leads ensure all students are able to participate in their curriculum and feel represented and celebrated through it.
- The Academy's curriculum offer equips pupils with the skills and attributes necessary for adult life to allow them to be engaged, global citizens that hold an appreciation of the diverse society in which we live in and feel empowered and confident navigating it.

- The Academy ingrains and promotes ongoing communication and strong relationships between all Academy stakeholders and community members. The Academy shows its commitment to EDI issues with honest and clear messaging delivered regularly to all stakeholders.
- Ensure that the school means the legal stated aims as detailed below in the summary of the [legislation](#) drawn upon to compile this policy.

Achievement of aims

Oasis Academy South Bank seeks to achieve these aims;

- By appointing an EDI lead to own and be accountable for strategic direction the EDI agenda at OASB
- By ensuring that school policies and practices are inclusive and supportive of all people.
- By using careful, data-driven, monitoring of the enactment of above policies and practices to ensure that they achieve their equality aims.
- By providing high-quality and regular training to staff
- By reviewing the student experience of our curriculum (e.g. through student voice)
- By developing a curriculum where all students see themselves reflected and that teaches them to recognise the diverse and special environment and community they are learning in.
- By creating systemised and regular feedback structures that include all Academy stakeholders
- By educating all students on EDI issues, for example racial literacy, everyday sexism and neurodiversity, through a carefully planned curriculum which runs through the Academy's Personal Development offer and increases in complexity and challenge each year.
- By tackling all incidents that go against our values set out in this policy using a consistent approach which has both consequences and education in its response.
- By tracking and monitoring EDI incidents, which will in turn inform interventions and training to both staff and students.
- By setting and maintaining an inclusive dress code
- By providing support structures and information/resources for all appropriate protected characteristics
- By ensuring that whole school literacy strategies including DEAR, the school library, the online library and other extra-curricular reading material contain a wide range of diverse themes.
- By ensuring that the Academy calendar celebrates a diverse range of cultural, social and religious events throughout the year.
- By working towards the completion of the Equality, Diversity and Inclusion action plan in consultation with staff, students, OCL governance and parents/carers.
- By ensuring that there is a consideration by all staff on the impact on EDI when decisions are made, at any level.

Community Consultation Process

It is important that a range of voices feed into all decision making processes in the school, as such we endeavour to draw on the contextual knowledge of the community to contribute to all significant decisions: any such significant decisions should pass through at least one stage of community consultation before moving into final draft version and going to the Principal for final checking.

Significant decisions could include (but are not limited to):

- Significant adjustments to the uniform policy (e.g. introduction of a new piece of compulsory uniform)
- Changes to our curriculum model (e.g. students studying a different combination of subjects at GCSE)
- Significant changes to the behaviour policy (e.g. changing the length of correction)
- Changes to the school day (e.g. changing the length of the school day)

Groups who could form part of a Community Consultation panel include:

- Parent coffee morning groups
- Hub Council
- PTA members
- Staff members who are parents in the school
- Oasis Waterloo Community team
- Teachers
- Support Staff

Where staff are leading a project of change, a Community Consultation stage must be built into the planning stages. This Community Consultation should include:

- at least 6 people from our school community representing as wide a range as possible of identities, e.g., balanced by gender, diverse with respect to ethnicity, religion and belief, sexual orientation, and of socioeconomic background.
- advanced warning and time to read the first draft of the proposed change
- opportunities to give anonymous feedback as well as a discussion based feedback opportunity

Outside the scope and links with other documents

Oasis Academy South Bank is both sensitive and aware of wider EDI issues that may not be included explicitly within this policy.

Inclusive teaching strategies, interventions and support mechanisms for students with neurodiverse conditions can be located in our SEND policy. Please see our SEND policy for specific information on how Oasis South Bank effectively support students with a disability.

Staff expectations, including staff-staff interactions, reporting practices and general workplace culture can be found in our Staff How To document.

This policy should be read in conjunction with the academy safeguarding and behaviour, uniform policies and, in addition, links to the following:

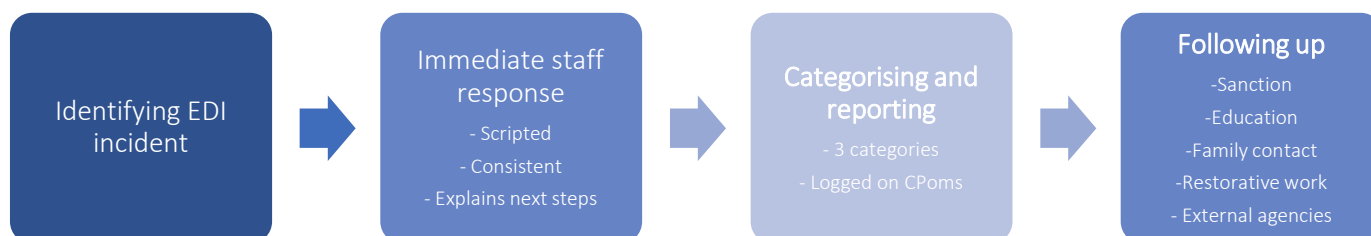
Equality, Diversity and Inclusion Policy

Oasis Academy South Bank



- Student Equality and Inclusion policy
- SEND Policy
- Accessibility Plan
- Supporting pupils with medical conditions policy
- Anti-bullying policy
- Relationship, Sex and Health Education policy

Part 2: Responding to EDI incidents



Identifying EDI incidents

At Oasis South Bank, we address any EDI incident straight away. We acknowledge each incident every time and have a zero-tolerance approach.

What is an EDI incident? If the victim perceives any incident to be unfairly discriminatory, harassing or bullying in nature then it will be treated as an EDI incident. This shared response system does not consider intent in any incident as this is subjective and cannot always be proven or understood. We also understand that the intent of an EDI incident will not always have an effect on the impact.

[Appendix 5](#) gives specific examples of what OASB defines as an EDI incident including what racism, sexism, homophobia and transphobia might look like in our school context. This is not a definitive list but serves to provide examples for clarity for all stakeholders.

Consistent staff response to an EDI incident

Staff at Oasis Academy South Bank will challenge any EDI incident between students where EDI language is used in a derogatory manner. Irrespective of whether this incident occurs within a lesson, on a corridor or during social times, a conversation with the individual/ class will happen straight away. The reporting of this incident will occur as soon as possible. Staff can use On Call for support with these conversations or where the member of staff is unable to deal effectively with the incident due to time/ other restraints.

Student incident – intervening between students

When having a conversation with the students, the following structure should be used;

- 1. Establish understanding** e.g. ‘What do you mean by that?’, ‘Do you know what that word actually means?’, ‘What did you mean by saying that?’, ‘Do you understand why it is wrong/hurtful/offensive to use that word/ say that?’
- 2. Explain meaning** e.g. ‘[...] is a word we use to describe [...], ‘We don’t use [...] as an insult because it makes people think that [...] is something bad’, ‘We don’t discriminate because of a person’s race/ethnicity/sexuality/gender identity, et’
- 3. Name it** e.g. ‘That language is absolutely unacceptable because it is racist / homophobic / sexist / prejudiced / discriminatory’
- 4. Link to school ethos and policy** e.g. ‘In this school, Inclusion is one of our core values. We use language that makes everyone feel included and celebrates our diversity’
- 5. (May be useful to identify the contextual nuance (distinguish in / out of school behaviour)**
Outside of school you may be in places or situations where you hear that language but in this school we have

an absolute zero-tolerance of racist/sexist/abusive language or language that can be perceived as offensive”

- 6. Explain next steps** e.g. ‘As you have used unacceptable discriminatory language, you are now going to come with me to relocation. You will have the opportunity to write a statement to ensure you have explained any context we haven’t yet discussed. Your Head of Year or another member of pastoral staff will come and explain to you the next steps.’

Staff / student incident – addressing an EDI allegation towards a member of staff

The EDI Lead will always support in occasions where there is an EDI allegation against a member of staff. If the EDI lead determines necessary, they will involve the Principal in an instance where further follow up is needed for a member of staff.

Where appropriate, the EDI lead will support the staff member involved to remain as involved in follow up to the allegation as possible.

1. Defuse and give space– Staff member at point of allegation

Staff member to message for support for student to be removed. This will normally be to On Call (no extension)

To student - You have just said ‘X’ which is a really serious allegation. Your feelings are valid and will be taken seriously. In order that you have the opportunity to explain your point of view, you will be picked up now and asked to write a statement.

To class – it is really important that our class is a safe and inclusive place. X now has the opportunity to write a statement and speak about how they are feeling. Our job now is to focus on our learning and ensure you all make the best possible progress this lesson.

2. Define – On Call (or EDI lead if available) conversation with student

Establish understanding and explain meaning e.g. ‘You have said X. What did you mean by saying that? Can you explain to me why you said this?’

Use definitions in EDI policy to define any word they may have used. Eg. You said X was being homophobic. Homophobia is the dislike or hatred of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Is this what you meant?

Write up. Both staff member and student to write full statement.

3. Opportunity to educate

EDI Lead meets with staff member and student separately having read statements.

Conversations explore the full allegation and consider additional education needed for either party (ies)

EDI Lead advises on next steps based on statements

4. Restorative conversation

Where appropriate and when timely, EDI lead to chair a restorative meeting between staff and student.

Where appropriate, families are invited in for meeting with EDI lead to discuss allegation and outcome.

Categorising and reporting EDI incidents

When an EDI incident occurs, all members of staff will conduct the following;

- Add the incident to CPoms marking as 'Racist Incident' or 'Gender Bullying' using the categories defined below. If staff are not sure what category an incident falls into they should add as 'Notice of Concern'
- Staff should add in the 'Alert Staff Members' section, the Head of Year (for both victim and alleged perpetrator), the Associate Assistant Principal for the correct Key Stage, the Assistant Principal for Behaviour and Attitudes and the Pastoral Deputy Principal.
- Actions taken (as per guidance in table below) will be added to CPoms and visible to original staff member

Incidents will also be entered on our anti-bullying log where appropriate.

Category 1	Category 2	Category 3
<p>Including but not limited to...</p> <ul style="list-style-type: none"> • Use of prejudicial slurs • Deliberate misnaming • Stereotyping • Exclusion due to a protected characteristic • Comments that trivialise the lived experience of others • Online bullying • Prejudiced graffiti • Offensive jokes • Mocking • Microaggressions 	<p>Including but not limited to...</p> <ul style="list-style-type: none"> • Degrading verbal or online abuse • Physical harassment • Enduring, recurring online abuse • Inciting harassment from others 	<p>Including but not limited to...</p> <ul style="list-style-type: none"> • Physical assault • Sexual assault

Following up EDI incidents

EDI incidents, including incidents involving the derogatory use of EDI language will be monitored, evaluated and will inform student and staff training. We have created a shared response system to ensure that all EDI incidents are responded to consistently. This shared response system includes:

Sanctions: Consistent sanctions demonstrate to young people that EDI incidents are taken extremely seriously by the Academy and that

Education: We believe that high quality education on our priority EDI themes is key in creating the right culture in the Academy and in reducing EDI incidents. Therefore all EDI incidents will have follow up education as well as sanctions.

Restorative conversations: Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others. With the agreement of the victim, pastoral teams/SLT

(trained in restorative justice) will conduct a 'restorative conversation' following the incident allowing children and young people to understand the impact of their behaviours.

Family contact: OASB knows the importance of working in partnership with our families. All EDI incidents will be followed up with family contact to seek a collaborative approach to next steps.

External agencies: OASB works in partnership with a number of external agency to provide bespoke and specific support for our young people. The DSL will advise on specific EDI incidents, which multi-agency partners may be able to provide the most appropriate support.

Category	1	2	3
Most likely sanction	On Call + removal from circulation	On Call + removal from circulation Fixed Term Exclusion	On Call + Removal from circulation Managed Move / Permanent Exclusion
Education	Education booklet completed in relocation about specific behaviours	Educational conversation with ART / LGBT Lead	Educational meeting with EDI lead
Family contact	Parental Contact- Phone call or parent meeting	Parental Contact- Parent meeting with SLT	Parental Contact- Parent meeting with Principal
Restorative	Restorative conversation Tailored support for any victim of EDI event	Restorative conversation Tailored support for any victim of EDI event	Written apology letter to victim (restorative work conducted if appropriate) Tailored support for any victim of EDI event
External agencies	In school support and interventions	Discussed with the DSL and dealt with by the Academy with the support of multi-agency partners	Discussed with the DSL and dealt with by the Academy with the support of multi-agency partners

Responsibilities and accountabilities

The Trust accountability structure (Regional Director) is responsible for:

- Ensuring policies and procedures are in place to comply with all equality legislation ensuring that the Academy implements its equality and diversity policies.
- Ensuring the academy follows all policies and meets its legal responsibilities in relation to equality, diversity and inclusion.
- Hold the Principal to account that the strategic direction is implemented, and be expectant of and satisfied with reports on incidents and progress.

The Principal is responsible for:

- Ensuring policies and procedures are in place to comply with all equality legislation ensuring that the Academy implements its equality and diversity policies.
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying.

The EDI Lead, supported by the Senior Leadership Team, are responsible for:

- Putting the Academy's equality and diversity policies into practice.
- Making sure that all staff know their responsibilities and receive the support and training necessary to carry them out.
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying.
- Ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.
- Report to the Principal regarding the tracking, monitoring and reporting of EDI incidents.

Heads of Year pastoral staff are responsible for:

- Putting the Academy's equality and diversity policies into practice.
- Following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying including ensuring all EDI incidents are logged, responded to and communicated effectively with all relevant parties e.g students, staff, parents/carers, SLT.

All staff are responsible for:

- Promoting equality and diversity and an inclusive and collaborative ethos in their classroom, avoiding unfair discrimination.
- Challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by pupils.
- Challenging any incidents of unfair discrimination, or racial, sexual or other stereotyping, perpetrated by staff, in line with our code of conduct.
- Keeping up to date with equality law by participating in equality and diversity training
- Dealing with and reporting any incidents of unfair discrimination, harassment or bullying to Heads of Year and the senior leadership team.

Pupils are responsible for:

- Respecting others in their language and actions.
- Complying with the academy's EDI policy

Monitoring

This policy and information report will be reviewed by Anna Richardson (Principal) at least annually, who will ensure that it remains compliant with EDI legislation.

Part 3 - Glossaries- Our shared language

The language and terms included in this glossary are those endorsed by the Academy and will be used in policy and practice throughout the Academy. While the definitions of each term are evolving and often debated, they have been compiled by the Academy through extensive research and consultation with internal and external experience and expertise.

Glossary of terms for equality, diversity and inclusion

ABLEISM

Ableism is prejudice against and/or unfavourable treatment of people with disabilities based on the belief that people without disabilities (known as able bodied) are superior.

AGEISM

Age discrimination, also called ageism, is prejudice or discrimination on the grounds of a person's age.

BULLYING

A behaviour that is intended to make someone feel intimidated or offended. It can be carried out by a group or an individual. It is usually understood to be repeated behaviour but can happen at a single event.

CLASS (SOCIAL)

Social class, also called class, is a group of people within a society who possess the same socioeconomic status.

DISABILITY

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

DISCRIMINATION

Discrimination (direct) is where a member is treated less favourably than another in the same or similar situation on the basis of one, or more, of the protected characteristics.

Discrimination (indirect) is where a rule or practice is applied to all but has the effect of disadvantaging a particular group of people compared to others outside the group, unless the rule or practice is needed to achieve a legitimate aim and the means of achieving the aim are appropriate and necessary.

DISCRIMINATION BY ASSOCIATION (ASSOCIATIVE DISCRIMINATION)

Discrimination by association (a form of direct discrimination) is the act of discriminating against an individual because of an association with another person who has a protected characteristic under the Equality Act 2010. However, this does not include the protected characteristics of marriage and civil partnerships, and pregnancy and maternity.

DISCRIMINATION BY PERCEPTION (PERCEPTIVE DISCRIMINATION)

Discrimination by perception (a form of direct discrimination) is the act of discriminating against an individual based on the perception that the individual has a protected characteristic. However, this does not include the protected characteristics of marriage and civil partnerships, and pregnancy and maternity.

DISCRIMINATION BY FAILING TO MAKE REASONABLE ADJUSTMENTS

Reasonable adjustments remove or minimise disadvantages experienced by people with disabilities. What is reasonable will depend on the circumstances of each individual case and failing to make reasonable adjustments may be discrimination.

DIVERSITY

Diversity means that each individual is unique; understanding diversity means we recognise our individual differences.

ETHNICITY

The social group a person belongs to, and either identifies with or is identified with by others, as a result of a mix of cultural and other factors including language, diet, religion, ancestry and physical features traditionally associated with race.

EQUALITY

Equality is the state of being equal, especially in status, rights and opportunity.

THE EQUALITY ACT 2010

The Equality Act 2010 provides the legal framework to protect the rights of individuals with protected characteristics and to advance equality of opportunity.

GENDER IDENTITY

Gender identity is a person's sense of their own gender. These identities include, but are not limited to: man, woman, transgender, gender-neutral, non-binary and gender fluid.

GENDER REASSIGNMENT

Gender reassignment is a way of describing a person's transition towards the gender with which they identify. Gender reassignment can include undergoing a medical intervention, changing names, pronouns, dressing differently and living in their self-identified gender.

HARASSMENT

Where an individual is subjected to unwanted conduct which has the purpose or effect of violating their dignity or of creating an intimidating, hostile, humiliating or offensive environment.

INCLUSION

Inclusion is a basic right and its objective should be to embrace everyone regardless of individual differences.

MISOGYNY

Misogyny is the hatred of, contempt for, or prejudice against women or girls.

NEURODIVERSE

A concept where neurological differences are recognised and respected in the same way as any other human difference.

PROTECTED CHARACTERISTICS

The protected characteristics as stipulated in the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

RACE

Race refers to physical differences that groups and cultures consider socially significant.

RELIGION

An organised system of faith and worship, such as Christianity, Islam and Judaism. This includes specific denominations or sects within a religion such as Methodists within Christianity, or Orthodox within Judaism.

RELIGIOUS BELIEFS

Religious beliefs mean the belief in a religion's central articles of faith.

SEX

A biological characteristic assigned to a person based on primary sex characteristics (genitalia). Sex does not automatically determine gender identity.

SEXISM

Sexism is any expression (act, word, image, gesture) based on the idea that some persons, most often women, are inferior because of their sex.

UNCONSCIOUS BIAS

Also known as implicit, subconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness.

VICIMISATION

Where an individual has taken steps to enforce their rights (or has helped another to do so) and as a result is treated less favourably than those who have not complained.

Glossary of terms for racial equality, diversity and inclusion

ALLY

Someone who makes the commitment and effort to recognise their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice.

ANTI-BLACK

Opposed to or hostile toward Black people.

ANTI-RACISM

Defined as the work of actively opposing racism by advocating for changes in political, economic, and social life.

ANTI-RACIST

An anti-racist is someone who is supporting an anti-racist policy through their actions or expressing anti-racist ideas. This includes the expression or ideas that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity.

ANTI-RACIST IDEAS

An anti-racist idea is any idea that suggests the racial groups are equals in all of their apparent difference and that there is nothing wrong with any racial group. Anti-racists argue that that racist policies are the cause of racial injustices.

B.A.M.E

This is the most widely used acronym in the UK for ethnicity. It has faced criticism though as it doesn't include white minority ethnic groups and groups together minority ethnic groups that aren't similar.

BIGOTRY

Intolerant prejudice that glorifies one's own group and denigrates members of other groups.

BLACK LIVES MATTER

A political movement to address systemic and state violence against African Americans. Black Lives Matter is an ideological and political intervention which highlight and challenges the institutional disadvantages experienced by black people worldwide.

COLLUSION

When people act to perpetuate oppression or prevent others from working to eliminate oppression. Example: Able-bodied people who object to strategies for making buildings accessible because of the expense.

COLONISATION

Colonisation can be defined as some form of invasion, dispossession and subjugation of a people. The invasion need not be military; it can begin, or continue, as geographical intrusion in the form of agricultural, urban or industrial encroachments. The result of such incursion is the dispossession of vast amounts of lands, resources or cultural identity from the original inhabitants.

CRITICAL RACE THEORY

A socially constructed concept that has been used, historically and predominantly by White people, to further their economic and political interests at the expense of people of colour.

CULTURAL APPROPRIATION

The unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one people or society by members of another and typically more dominant people or society. Theft of cultural elements for one's own use, commodification, or profit including symbols, art, language, customs, etc. — often without understanding, acknowledgement, or respect for its value in the original culture.

CULTURAL RACISM

Cultural racism refers to representations, messages and stories conveying the idea that behaviours and values associated with white people or “whiteness” are automatically “better” or more “normal” than those associated with other racially defined groups.

CULTURE

A social system of meaning and custom that is developed by a group of people to assure its adaptation and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviours and styles of communication.

DECOLONISATION

Decolonisation may be defined as the active resistance against (neo)colonial powers, and a shifting of power towards political, economic, educational, cultural, psychic independence and power that originate from a colonised nations’ own indigenous culture.

DEFICIT MODEL

The deficit model is the perspective that minority group members are deficient because their culture is different in important ways from the dominant majority group, rather than the deficiency coming from the systems/ policies/ institutions which result in barriers to success or progress. For example, a deficit model would assert that racial/ minority ethnic groups do not achieve as well as their white majority peers because family culture is dysfunctional.

DISCRIMINATION

The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories. Law makes it illegal to discriminate against someone on the basis of race, colour, religion, national origin, or sex.

DIVERSITY

Diversity includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued.

ETHNICITY

The social group a person belongs to, and either identifies with or is identified with by others, as a result of a mix of cultural and other factors including language, diet, religion, ancestry and physical features traditionally associated with race.

GASLIGHTING

The denial or implied invalidating of another person’s lived or perceived experience, e.g “are you sure that was about race?” or, “I don’t think that was racist”. Racial gaslighting seeks to undermine a lived experience, predominantly of people of colour.

IMPLICIT BIAS

Also known as unconscious, subconscious or hidden bias, implicit biases are negative associations that

people unknowingly hold. They are expressed automatically, without conscious awareness.

INCLUSION

Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

INDIGENEITY

Indigenous populations are composed of the existing descendants of the peoples who inhabited the present territory of a country wholly or partially at the time when persons of a different culture or ethnic origin arrived there from other parts of the world, overcame them, by conquest, settlement or other means and reduced them to a non-dominant or colonial condition; who today live more in conformity with their particular social, economic and cultural customs and traditions than with the institutions of the country of which they now form part, under a state structure which incorporates mainly national, social and cultural characteristics of other segments of the population which are predominant.

INDIVIDUAL RACISM

Individual racism refers to the beliefs, attitudes, and actions of individuals that support or perpetuate racism. Individual racism can be deliberate, or the individual may act to perpetuate or support racism without knowing that is what he or she is doing.

INSTITUTIONAL RACISM

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for typically white people, and oppression and disadvantage for people from groups classified as people of colour.

INTERNALISED RACISM

Internalised racism is the situation that occurs in a racist system when a racial group oppressed by racism supports the supremacy and dominance of the dominating group by maintaining or participating in the set of attitudes, behaviours, social structures and ideologies that undergird the dominating group's power.

MICROAGGRESSION

The everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

VERBAL: A verbal microaggression is a comment or question that is hurtful or stigmatising to a certain marginalized group of people. For example, saying, "You're so smart for a woman" would be a verbal microaggression.

BEHAVIOURAL: A behavioural microaggression occurs when someone behaves in a way that is hurtful or discriminatory to a certain group of people. An example of a behavioural microaggression would be a bartender ignoring a transgender person and instead serving a cisgender person (someone whose biological sex matches their gender identity) first.

ENVIRONMENTAL: An environmental microaggression is when a subtle discrimination occurs within society. One example of an environmental microaggression would be a college campus that only has buildings named after white people.

MICROASSAULTS: A microassault is when a person intentionally behaves in a discriminatory way while not intending to be offensive. An example of a microassault is a person telling a racist joke then saying, "I was just joking."

MICROINSULTS: A microinsult is a comment or action that is unintentionally discriminatory. For example, this could be a person saying to an Indian doctor, "Your people must be so proud."

MICROINVALIDATIONS: A microinvalidation is when a person's comment invalidates or undermines the experiences of a certain group of people. An example of a microinvalidation would be a white person telling a black person that "racism does not exist in today's society."

MIXED RACE / ETHNICITY

This describes those whose parents are of two or more different races or ethnic backgrounds.

MULTICULTURAL COMPETENCY

A process of learning about and becoming allies with people from other cultures, thereby broadening our own understanding and ability to participate in a multicultural process.

OPPRESSION

The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group.

PEOPLE OF COLOUR

Often a preferred collective term for referring to non-White racial groups. Not to be confused with the offensive racial slur of describing people as 'coloured.'

PREJUDICE

A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or groups toward another group and its members.

PRIVILEGE

Unearned social power accorded by the formal and informal institutions of society to ALL members of a dominant group (e.g. white privilege, male privilege, etc.). Privilege is usually invisible to those who have it because we're taught not to see it, but nevertheless it puts them at an advantage over those who do not have it.

RACE

Race refers to physical differences that groups and cultures consider socially significant.

RACIAL AND ETHNIC IDENTITY

An individual's awareness and experience of being a member of a racial and ethnic group; the racial and ethnic

categories that an individual chooses to describe him or herself based on such factors as biological heritage, physical appearance, cultural affiliation, early socialisation, and personal experience.

RACIAL EQUITY

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

RACIAL IDENTITY DEVELOPMENT THEORY

Racial Identity Development Theory discusses how people in various racial groups and with multiracial identities form their particular self-concept. It also describes some typical phases in remaking that identity based on learning and awareness of systems of privilege and structural racism, cultural and historical meanings attached to racial categories, and factors operating in the larger socio-historical level (e.g. globalization, technology, immigration, and increasing multiracial population).

RACIAL INEQUITY

Racial inequity is when two or more racial groups are not standing on approximately equal footing, such as percentages of each ethnic group in terms of dropout rates, single family home ownership, access to healthcare, etc.

RACIALISATION

Racialisation is the very complex and contradictory process through which groups come to be designated as being of a particular "race" and on that basis subjected to differential and/or unequal treatment.

RACIAL JUSTICE

The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial Justice [is defined] as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

RACIAL PROFILING

The practice by the police of thinking that people of a particular race or colour will behave in a particular way, especially that they will commit crimes.

RACISM

- Racism = a system of advantage based on race
- Racism = race prejudice + social and institutional power
- Racism = a system of oppression based on race
- Racism = a white supremacy system

Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices. One who is supporting a racist policy through their actions or interaction or expressing a racist idea.

RACIST IDEAS

A racist idea is any idea that suggests one racial group is inferior or superior to another racial group in any way.

STRUCTURAL RACISM

The normalisation and legitimisation of an array of dynamics — historical, cultural, institutional and interpersonal — that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of colour.

WHITE FRAGILITY

Discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice.

WHITE PRIVILEGE

Inherent advantages possessed by a white person on the basis of their race in a society characterised by racial inequality and injustice.

WHITE SUPREMACY

White supremacy is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of colour by white peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

Glossary of terms for LGBT+ equality, diversity and inclusion

ALLY

A (typically) straight and/or cis person who supports members of the LGBT+ community.

ACE

Ace is an umbrella term used to describe a variation in levels of romantic and/or sexual attraction, including a lack of attraction. Ace people may describe themselves using one or more of a wide variety of terms, including, but not limited to, asexual, aromantic, demi and grey-As.

BISEXUAL (Bi)

Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and other non-monosexual identities.

BIPHOBIA

The dislike or hatred of someone who identifies as bi based on prejudice or negative attitudes, beliefs or views about bi people. Biphobic bullying may be targeted at people who are, or who are perceived to be, bi.

CISGENDER OR CIS

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

COMING OUT

When a person first tells someone/ others about their gender or sexuality. This could include lesbian, gay, bi or

trans.

DEADNAMING

Calling someone by their birth name after they have changed their name. This term is often associated with trans people who have changed their name as part of their transition.

F2M

The term trans man is used as a short form for either identity (transsexual man and transgender man). This is commonly referred to as female-to-male (FTM or F2M).

GAY

Refers to a man who has a romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian.

GENDER

Often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth.

GENDER DYSPHORIA

Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the sex they were assigned at birth.

GENDER EXPRESSION

How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not confirm to societal expectations of gender may not, however, identify as trans.

GENDER IDENTITY

A person's innate sense of their own gender, whether male, female or something else (see non-binary below), which may or may not correspond to the sex assigned at birth.

GENDER REASSIGNMENT

Another way of describing a person's transition. To undergo gender reassignment usually means some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that's protected by the Equality Act 2010, and it's further interpreted in the Equality Act 2010 approved code of practice. It's a term of much contention and one that Stonewall's [Trans Advisory Group](#) feels should be reviewed.

GENDER RECOGNITION CERTIFICATE (GRC)

This enables trans people to be legally recognised in their affirmed gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you currently have to be over 18 to apply. You do not need a GRC to change your gendermarkers at work or to legally change your gender on other documents such as your passport.

GILLICK COMPETENCE

Oasis Academy South Bank

A term used in medical law to decide whether a child (under 16) is able to consent to their own medical treatment, without the need for parental permission or knowledge. This precedent is crucial in allowing minors to access, both, contraceptive/reproductive healthcare and gender-affirming care without fear of recrimination from unsupportive parents.

HETEROSEXUAL (STRAIGHT)

Refers to a man who has a romantic and/or sexual orientation towards women or to a woman who has a romantic and/or sexual orientation towards men.

HOMOSEXUAL

This might be considered a more medical term used to describe someone who has a romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

HOMOPHOBIA

The dislike or hatred of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at people who are, or who are perceived to be, lesbian, gay or bi.

INTERSEX

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people may identify as male, female or non-binary.

Stonewall works with intersex groups to give its partners and stakeholders information about areas of disadvantage experienced by intersex people. But it does not, after discussions with members of the intersex community, include intersex issues as part of its current remit at this stage.

LGBT+

The acronym for lesbian, gay, bi and trans. In more recent years, the acronym has extended to LGBTQIA+ to include queer, intersex and ace members of the community.

LESBIAN

Refers to a woman who has a romantic and/or sexual orientation towards women.

M2F

The term trans woman is used as a short form for either identity (transsexual woman and transgender woman). This is commonly referred to as male-to-female (MTF or M2F).

NON-BINARY

An umbrella term for people whose gender identity doesn't sit comfortably with the binary of 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

OUTED

When a lesbian, gay, bi or trans person's sexual orientation or gender identity is disclosed to someone else without their consent.

PERSON WITH A TRANS HISTORY

Someone who identifies as male or female or a man or woman but was assigned the opposite sex at birth. This is increasingly used by people to acknowledge a trans past.

PAN

Refers to a person whose romantic and/or sexual attraction towards others is not limited by sex or gender.

PRONOUN

Words we use to refer to people's gender in conversation — for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their and ze/zir.

QUEER

Queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBT+ community (racism, sizeism, ableism, etc). Although some LGBT+ people view the word as a slur, it was reclaimed in the late 1980s by the queer community.

SEXUAL ORIENTATION

A person's romantic and/or sexual attraction to another person.

TRANS

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, genderqueer (GQ), gender-fluid, nonbinary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois.

TRANSGENDER MAN

A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male.

TRANSGENDER WOMAN

A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

TRANSITIONING

The steps a trans person may take to live in the gender with which they identify. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this.

Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.

TRANSPHOBIA

The dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.

TRANSSEXUAL

This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Definitions cited from a range of sources, including from;<https://www.britannica.com/>

<https://www.merriam-webster.com/dictionary/>

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

DRAFT

Part 4: Appendices

Appendix 1: Legislation

EQUALITY ACT 2010

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act.

Under the Equality Act 2010, it is unlawful for any education provider, including a private or independent provider, to discriminate between pupils on grounds of disability, race, sexual orientation, gender reassignment, pregnancy and maternity, religion or belief, or sex. Discrimination on these grounds (known as “protected characteristics”) is unlawful in relation to prospective pupils (admissions arrangements), pupils at the school including absent or temporarily excluded pupils, and former pupils who have a continuing relationship with the school.

EQUALITY ACT 2010 (SPECIFICALLY PART 6, CHAPTER 1)

This sets out schools’ responsibilities to abide by all guidelines to create a fully inclusive environment to avoid discrimination. The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The legislation states that schools must not discriminate against a pupil because of their transgender status. There is no legal requirement for schools, as there is with disability, to make ‘reasonable adjustments’ for trans pupils but schools may take a similar approach to ensure that the needs of transgender pupils are catered for.

A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex. The Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a student

will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live in the opposite gender, or be proposing to do so. The school governing body has a responsibility to ensure that the school is complying with its requirements under the Equality Act.

DATA PROTECTION ACT 1998 (UK)

Information about a person's LGBT+ status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed.

- Personal data must be looked after properly following the eight data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully.
- Failure to change a person's title, name and gender when requested could lead to the following offences under the Act.
- Disclosure of personal information that is used, held or disclosed unfairly, or without proper security
- Failure to ensure personal information is accurate and up-to-date
- Processing of data likely to cause distress to the individual

DISABILITY DISCRIMINATION ACT 2005

In 2006, the "disability equality duty" came into force, as introduced by the Disability Discrimination Act 2005. This puts a general duty on public authorities – including schools and further and higher education institutions – to promote disability equality. Regulations published under the Act put a specific duty on public authorities to prepare and publish a disability equality scheme which gives details of how disability equality is being promoted. Schools must have regard to the need to:

- promote equality of opportunity between disabled and other people;
- eliminate discrimination and harassment, promote positive attitudes to disabled people;
- encourage participation by disabled people in public life; and
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

THE GENDER RECOGNITION ACT 2004

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur

after a person reaches 18 years of age but is something that many younger people may aspire to.

THE HUMAN RIGHTS ACT 1998

The intention of the Act is "To help create a society in which people's rights and responsibilities are properly balanced and where an awareness of the Convention rights permeates our government and legal systems at all levels" (Government's Task Force on Human Rights).

Article 2 - The right to education

"No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions."

The right to education means access to:

- educational institutions existing at a given time
- an effective education
- official recognition of the studies a student has completed

The following Articles from The Human Rights Act 1998 support the rights and needs of LGBT+ people to live their lives and determine their sexual orientation and/or true gender.

- Article 8: right to respect for private life and family life
- Article 10: freedom of expression
- Article 14: the prohibition of discrimination

RACE RELATIONS (AMENDMENT) ACT 2000

Racial discrimination in education is unlawful under the Race Relations Act.

Generally, it is unlawful to segregate persons on racial grounds – under section 1(2) of the Act “segregating a person from other persons on racial grounds is treating him less favourably than they are treated”. But in the context of education, it is not discriminatory to provide “persons of a particular racial group access to facilities or services to meet the special needs of persons of that group in regard to their education, training

or welfare, or any ancillary benefits” (section 35).

The Race Equality Duty

In 2001, the Act was amended to place a statutory duty on public authorities— including schools and further and higher education institutions – to promote race equality (the “race equality duty”). This general duty means they should have regard to the need to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity; and
- promote good relations between people of different racial groups.

SEX DISCRIMINATION ACT 1975

Sex discrimination in education is unlawful under section 22 of the sex Discrimination Act, as amended in 2005.

The Gender Equality Duty

In April 2007, the “gender equality duty” came into force, as introduced by the Equality Act 2006. Public authorities – including schools and further and higher education institutions – have a statutory duty to promote equality between men and women, and boys and girls, and to eliminate unlawful discrimination and harassment. Schools must prepare and maintain a gender equality scheme which identifies how the school will fulfil these duties. The scheme must be monitored and assessed, and progress reported annually.

SEX DISCRIMINATION (GENDER REASSIGNMENT) REGULATIONS 1999

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

Less favourable treatment relating to absences arising from gender reassignment is unlawful if:

- the treatment is less favourable than if it had been due to sickness or injury
- the treatment is less favourable than if it had been due to some other cause and, having regard to

the circumstances of the case, it is reasonable not to be treated less favourably.

- Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

DISCRIMINATION

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

The legislation states that a school must not discriminate against a student because of their age, disability, gender reassignment status, sex, race, religion or belief.

Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no “unisex” options such as trousers for girls, and which would therefore create a particular difficulty for a F2M student.

Appendix 2: Resources and further support

- **Barnardos** - The helpline and live webchat facility for children from Black, Asian and other minority ethnic backgrounds is on 0800 151 2605 or visit <https://helpline.barnardos.org.uk>
- **Black Minds Matter** - [Black Minds Matter UK](#) – a charity supporting Black people to access mental health services
- **Black Thrive** - [Black Thrive](#) – a Lambeth-based partnership dedicated to reducing inequality and injustices experienced by Black people in mental health services
- **Diversity UK** - <https://diversityuk.org/>
- **Equality Advisory Service** - www.equalityadvisoryservice.com
- **Equality and Human Rights Commission** - <https://www.equalityhumanrights.com/>
- **Equally Ours** (previously the Equality and Diversity Forum) - <https://equallyours.org.uk>
- **FFLAG** – <https://www.fflag.org.uk/>
- **Galop** – <http://www.galop.org.uk/>
- **Gender Identity Research and Education Society (GIRES)** www.gires.org.uk
- **LGBT Switchboard** – Call 0300 330 0630 (10am-10pm daily).
- **MindLine Trans+** – <https://bristolmind.org.uk/help-andcounselling/mindline-transplus/>
- **NHS - Live Well. Support for Young People**
www.nhs.uk/Livewell/Transhealth/Pages/Transyoungpeople.aspx
- **Press for Change** - www.pfc.org.uk
- **RUComingOut** - <http://www.rucomingout.com/>
- **SARI** - [SARI - Stand Against Racism & Inequality \(saricharity.org.uk\)](#) - SARI provides free and confidential support for anyone who is a victim of hate crime
- **Stonewall's Information Service** - <https://www.stonewall.org.uk/help-advice/contact-stonewalls-information-service>
- **Tavistock and Portman Clinic** -
www.tavistockandportman.nhs.uk/childrenyoungpeoplegenderidentityissues
- [The Black, African and Asian Therapy Network](#) – a network offering resources and information relating to mental health and wellbeing

Appendix 3 - Classifying an EDI incident

Oasis Academy South Bank has identified a number of key priority themes in its response

- Sexist behaviour
- Racist behaviour
- Homophobic behaviour
- Transphobic behaviour

The table below gives examples of what this behaviour can look like but in no way provides an exhaustive list.

EDI incidents	Racist behaviour can look like...	Sexist behaviour can look like...	Homophobic behaviour can look like...	Transphobic behaviour can look like...
Including but not limited to... Use of prejudicial slurs Offensive jokes / Mocking Deliberate misnaming Stereotyping	Racist slurs Colourist remarks- commenting on darkness of skin or comparing colour of skin with an object Use of ethnic identity in an unrelated comment Mimicking an accent Using a common name to misname someone due to their ethnicity	Sexist slurs Referring to women in the kitchen or service roles Comments about someone's clothing Comments suggesting promiscuity	Homophobic slurs Using homosexuality as an insult Laughing or showing disgust in reference to LGBTQ+ texts/ conversations/ assemblies	Transphobic slurs Misuse of preferred name + laughing at it Purposeful misgendering (tonal shift)
Exclusion due to a protected characteristic	Refusing to work with / talk to someone because of their ethnicity	Not allowing girls to take part in a sporting activity "You can't _____ because you're a girl/boy"	Refusing to work with / talk to someone because of their sexuality	Refusal to accept changes in gender
Comments that trivialise the lived experience of others	Mocking the cultural practices or norms of <i>any</i> student Denying that something is racist when it is perceived to be Saying 'that's racist' about something unrelated	"Boys will be boys" "it's just banter"	'Outing' someone without their consent	Neo-pronouns – "I identify as...(insert animal/inanimate object etc)"

	'Jokes' or comments about slavery			
--	-----------------------------------	--	--	--

Appendix 4 – How South Bank supports students exploring their sexuality / gender

A student's LGBT+ status is private and they may not want to share information, like the details of their sexual orientation, gender identity or transition, with others. Staff will act professionally and respect confidentiality, as is the child's right. Students will be encouraged to communicate with parents or guardians and will be fully supported by us when sharing their feelings around their sexual orientation and/or gender identity.

Oasis South Bank recognises the importance of taking a non-judgmental and young person-centred approach. We will listen to how a young person wants their name and pronoun shared, and with whom.

As a school we will not;

- Reveal a student's gender or sexuality to staff, students or families without their consent
- Change a child's name on registers without parental consent. We will, unless told otherwise, always refer to a child's birth name and gender when communicating with home.

Toilets at OASB are all non-gendered and students do not use changing rooms at school.

In PE, there is an option of mixed groups for in-school lessons. Teams and external fixtures remain specific to gender. In the instance of a non-binary student wishing to take part in a sports team, the LGBT Lead and Head of PE would liaise with the student on which team would be best fit.

OASB Coming Out Policy and Process:

- 1) All students, regardless of gender or sexuality have access to:
 - i. Assemblies on LGBT context and pride
 - ii. PSHE lessons on gender and sexuality
 - iii. LGBT Alliance weekly lunch club
 - iv. 1-2-1 check ins with LGBT Lead or chosen member of staff
- 2) If a student approaches a member of staff to discuss their gender or sexuality, the member of staff will assess the student's safeguarding need by:
 - i. Asking if they've discussed this with any other trusted adults. If the answer is yes, staff member will skip the following steps.
 - ii. If the student has not shared this information with other trusted adults, the member of staff will offer the following options:
 1. Support the student by scripting the conversation with home.
 2. Offer for a member of staff to have the conversation with home together with the student.
 3. If student doesn't want to move forward with those communications yet, staff member should check in with student at agreed time (weeks or months after original disclosure)
- 3) Once parents/carers have been consulted:
 - i. Name can change on Bromcom to preferred name
 - ii. Name and pronouns to be used by all staff and students following circulation of information by relevant staff.
 - iii. PSHE curriculum to be adapted in response to the needs of the year group if they haven't had explicit learning on gender and sexuality by this point.

N.B If through this process, any safeguarding concerns are raised where the student is in an unsafe environment or at risk of harm, this must be disclosed through normal safeguarding procedures. Being LGBT+ is not a safeguarding concern in itself.