



# BRADFIELD COLLEGE

## Equality and Diversity Policy

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## 1. Introduction:

In conformity with the Equality Act 2010, Bradfield College is intent on advancing equality; acknowledging a legal responsibility, it also believes the pursuit of equality to be ethically right and socially responsible behaviour.

The College aims to create an environment that respects pupil diversity and enables all to contribute fully, achieve their full potential, and derive maximum benefit and enjoyment from their involvement in the life of Bradfield.

The College believes that corporate excellence will be achieved through recognising the value of every individual and taking steps to secure and support equality of opportunity across the diverse pupil body.

To this end, the College acknowledges the following basic rights for every current and prospective pupil:

- The right to be treated with respect and dignity, irrespective of age, gender, ethnicity, disability, sexual orientation, social, religious or cultural background;
- The right to be treated fairly and without discrimination or harassment with regard to admissions procedures, educational provision, and access to benefits, facilities and services;
- The right not to be unfairly excluded from opportunities within the College, but to receive judicious encouragement and reasonable practical support to reach his/her full potential;
- The right to reasonable, necessary adjustments, made without financial penalty to the pupil or the family, to accommodate any disability covered by the Equality Act (2010), having a substantial or long-term impact on the accessibility of Bradfield's programme.

These rights establish responsibilities; the College requires all its employees to recognise these rights and to act in accordance with them in all dealings with members of the pupil community. The following undertakings are made:

- No pupil will be unjustifiably discriminated against. This includes (but not exclusively) discrimination on the basis of age, sex understood as physical gender, race, nationality, ethnic origin, social background, religious or political beliefs, disability, pregnancy, maternity, family circumstance, sexual orientation, gender reassignment, progression towards gender reassignment, or other relevant reason within the context of the Equality Act (see Section 2 below).
- Any pupil disabled within the terms of the Equality Act (2010), by either physical or mental impairment, having a substantial or long-term negative effect on their ability to participate fully in the curricular, co-curricular or pastoral life of the College, will be supported, in so far as is reasonable and practical, so that their opportunities to engage in these aspects of College life will be made equal to the opportunities of the wider pupil body.

## 2. The Equality Act (2010)

The Act protects pupils from discrimination and harassment based on “protected characteristics” and requires the support of individuals identifiable as “disabled” .

## 2.1 Protected Characteristics

The protected characteristics covered by Equality Law in the school context are: race, sex understood herein as physical gender, gender reassignment religion or belief, sexual orientation, disability. Someone also possesses a protected characteristic if pregnant or if a pupil who has chosen to become a mother.

### 2.1.1 Disability

Someone is “disabled” under the Equality Act if they have a physical and/or mental impairment which has ‘a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.

#### 2.1.1.1 Physical Impairment

“Physical impairment” includes:

- Conditions that affect the body, such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy;
- Conditions such as HIV infection, cancer and multiple sclerosis;
- Loss of a limb (or limbs) or the use of a limb (or limbs);
- Long-term, severe disfigurement (such as scarring) even if it has no physical impact on the person with the disfigurement.

#### 2.1.1.2 Mental Impairment

“Mental impairment” includes:

Conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia.

Certain controlled conditions are also included. For example, someone who has ADHD might be considered to have a disability *even if their medication controls their condition so well that they rarely experience any symptoms*, if, without the medication, the ADHD would have long-term adverse effects.

### 2.1.2 Effects of the Impairment

To qualify as a “disability” a physical or mental impairment must have a ‘substantial and long-term adverse effect’ on an individual’s ability to undertake normal activities.

- ‘Normal activities’ are those which arise day-to-day in the home or school environment. They are undertaken by a large number of people – although not necessarily a majority – and carried out on a daily or frequent basis.
- ‘Substantial’ effects make it significantly more difficult for someone to carry out a normal day-to-day activity than it would be for someone without the impairment; it must take significantly longer than it usually would for the person to complete the task[s] at issue;
- ‘Long term’ effects have, or have had, an impact of at least twelve months;

For example, to qualify as a disability, dyslexia must exist at a level that causes a pupil substantial, time-consuming difficulties within the classroom and/or in prep. Thus pupils who are “disabled” by dyslexia would include those who are diagnosed subject to:

- Persistent and significant difficulty in reading and understanding written material where this is in the pupil's native language;
- Persistent distractibility or difficulty concentrating
- Difficulty understanding or following simple verbal instructions.

Dyslexic pupils who would not qualify as disabled include those diagnosed as subject to:

- Minor problems with writing or spelling;
- Inability to concentrate on a task requiring application over several hours.

## **2.2 Categories of people covered**

Those with dealings with Bradfield who are covered by the provision of the Equality Act are:

- Prospective pupils (in relation to the College's Admissions arrangements)
- Pupils at the College (including times when absent or suspended)
- Former pupils of the College (when returning to the College for events organised by the OB Society)

## **3. Care of Pupils at Bradfield**

### **3.1 Admissions**

Pupils will be admitted to the College following procedures outlined in the Admissions Policy. Candidates are required to meet Bradfield's academic standards and to satisfy the College that they will contribute to and profit from its co-curricular provision.

Applications will be welcomed from all families, irrespective of racial, national or ethnic origin, religious or political belief. Children with individual parents who are gay or lesbian will be treated equitably as will the children of same sex couples.

Disabled applicants are welcomed. The College undertakes to examine each application equitably – disabled candidates must meet the College's academic and co-curricular expectations. Where an applicant is disabled in the terms of the Equality Act (2010) and meets the admission criteria, the College undertakes to consider all reasonable adjustments identified as necessary to support the applicant's practical access to Bradfield's educational opportunities.

Where an adjustment is considered practicable, the College undertakes to make the provision without additional charge. Judgements that any particular adjustment, or set of adjustments, is impractical or unreasonably costly (placing an improper financial burden upon other fee-payers) will be a matter of written record.

Parents will be free to challenge such assessments using the College Complaints procedure.

### **3.2 Induction**

Parents are directed in the Prospectus to alert the College to a pupil's known special needs at the point of entry. On joining the College, all pupils will be offered a structured induction programme designed to assist them in bonding with their peers and feeling part of the College Community. The programme will be modified or revised to accommodate any entrant identified with a disability *prima facie* likely to inhibit full participation in the

induction arrangements.

The programmes at the beginning of the Faulkner's and Lower Sixth years will involve *all* members of the year groups. These September programmes will be re-planned annually, taking account of what is known about the pupils involved, to ensure they are structured to accommodate fully every pupil entering the year groups that September, including any pupils with identified disabilities that, *prima facie*, seem likely to inhibit their involvement with the general programme.

In Shell, Fifth Form and Upper Sixth years (as well as in the Faulkner's and Lower Sixth year groups outside September) induction will be centred on the particular individuals joining the College and organised by the Housemaster/mistress. The proper accommodation of individual difficulties or disabilities that appear *prima facie* significant will form part of the programme's planning.

A key part of all induction will be work done to support those with minority cultural heritages. Pupils will be reminded of their entitlement to special dietary support, appropriate modification of the dress regulations and similar accommodating treatment within the whole life of the College; pupils with language challenges will be expeditiously placed in EAL classes and (at extra charge) be given such individual tuition as is needed. Additionally, Housemasters/mistresses and tutors will ensure these pupils are broadly supported through the early challenges involved in studying in a new cultural environment or working in a second language; class teachers and co-curricular providers will be briefed to recognise and accommodate these challenges in their management of the pupils, their work and activities.

Pupils with identified specific learning difficulties will be monitored by SSSD. Additionally, Housemasters/mistresses and tutors will supervise their early weeks to ensure they are sufficiently supported and their needs recognised and understood by those who teach them. Pupils with a physical disability that, *prima facie*, compromises full participation will be supported by a Personal Induction Plan, developed by the Housemaster/mistress in dialogue with the pupil's parents, to support their nascent access to full involvement in College life. Pupils with psychological disabilities *prima facie* likely to impede or disrupt smooth integration into College life will also be supported by a Personal Induction Plan organised by the Housemaster/mistress and parents.

### 3.3 Education

An annual audit conducted by the Deputy Head Pastoral's Office will seek to identify any individual special needs or difficulties not declared by parents in their admissions papers. Pupils will also be screened for literacy and competency in mathematics on entry to the school by the SSSD department. Housemasters/mistresses will receive training to improve their ability to identify unacknowledged difficulties inhibiting smooth access to Bradford's educational provision (e.g. eating disorders, depression).

Individual Pastoral Welfare Plans and/or SEN plans will be put in place for pupils identified in need of special support as a result of information given in a pupil's admission papers or judged in need of special arrangements as a consequence of the College's screening processes. Pastoral Welfare Plans will be updated at least annually and the Housemaster/mistress will monitor compliance with these plans by those involved in a pupil's education (both academic and co-curricular).

Each pupil's tutor will know the contents of any Pastoral Welfare Plan in place and work in conjunction with the Housemaster/mistress to ensure that sufficient on-going support is provided to disadvantaged or disabled pupils. In weekly tutorial meetings, tutors will

actively seek evidence of progress and difficulties within the tutee's educational experience. All pupils will be entitled to private one-to-one meetings with their tutors.

All involved in each pupil's education, both curricular and co-curricular, will offer support, tuition and guidance irrespective of an individual's gender, race, religion, disability, family circumstance or sexual orientation.

Pupils with protected characteristics and in need of additional assistance in support of their proper access to Bradfield's educational opportunities will be given it in accordance with the prescriptions of any Pastoral Welfare Plan, by all involved in their educational support and guidance. Within reason, classes for pupils with limited mobility will be relocated to improve their accessibility. Other reasonable adjustments (for example transport between class and the boarding house) will be made available.

Girls who elect to continue a pregnancy to term will be permitted such time off school as is reasonable for attendance at ante-natal classes.

### **3.4 Pastoral Care**

The College will make plain its commitment to ensure *all* pupils irrespective of sex/gender, race, religion, disability, family circumstance or sexual identity or orientation feel part of the College community. The Housemaster/mistress of each pupil will be responsible for ensuring that every child knows his/her entitlement and is given any reasonable support required to ensure satisfactory access to the educational opportunities offered by the College. In cases where a pupil is in receipt of a Statement of Special Educational Needs, the Housemaster/mistress, in association with the Second Master, will ensure that the requirements of the Statement are annually reviewed and satisfactorily addressed within the College.

The College Anti-Bullying Policy will make specific reference to bullying that exploits poor health or disability or other protected characteristics and will underscore the College's duty to offer positive support to minorities with protected characteristics (LGBT pupils and pupils with physical disabilities or special educational needs will be specifically referenced). The pertinent responsibilities of Council, Management, Pastoral Staff and Pupils will be plainly set out. The Child Protection Policy will recognise that bullying can be a Child Protection issue. Discussion of the Child Protection and Anti-Bullying policies will form part of the induction programme for all new teaching staff, prefects and GAP assistants. Pupils will be taken through these policies in Wellbeing lessons.

The College Dress Regulations will make provision for pupils with special religious dress requirements. Provision will also be made, within boarding houses and in the College Dining Hall, for pupils who wish to observe their distinctive religious traditions. The College's boarding provision will be accommodating of pupils coming to terms with issues of gender identity. Where appropriate, Housemasters/mistresses will discuss these key features of College policy with pupils and parents.

### **3.5 Accommodation of Boarders**

In Bradfield's boarding houses, pupils will be accommodated in rooms, often en-suite, that are intended to reflect the best standards of accommodation in the boarding sector of secondary education. Recently built houses, like Faulkner's and The Close contain lifts to allow disabled access to upper floors: many other houses offer ground floor rooms and disabled bathroom facilities to assist in the accommodation of the physically disabled. There is a College Accessibility Plan.

Certain houses are better located for pupils with limited mobility and/or more easily modified; physically disabled pupils will be offered accommodation in houses best located and most suited to meet their particular needs. Where a pupil requires a lift to give access to upper storeys the pupil will be accommodated in one of the houses fitted with an elevator. Appropriate reasonable adjustments to accommodation will be made to facilitate access to boarding accommodation for a physically disabled pupil covered by the Equality Act (2010); such adjustments will be recorded in an individual's Welfare Plan.

Houses are separated by gender, with the exception of Faulkner's (where *all* pupils in NC Year 9 are accommodated in one building, divided into four 'Socials'). There is careful separation of boys' and girls' sleeping accommodation and (whilst the minority sex in the building) girls will be offered discrete social accommodation alongside the mixed social areas used by all Faulkner's pupils.

The distribution of accommodation within each house will sometimes be based on pupils' performance in reports (with those gaining the better effort grades securing the better accommodation). Houses will also distribute accommodation according to pupils' membership of particular year groups in the school. A young pupil in, for example, the Fifth Form year group will not be disadvantaged in the allocation of accommodation, nor will an older pupil in a particular year group be advantaged. Accommodation may be linked with particular year groups but there will be no discrimination on the basis of pupils' age.

Similarly, there will be no discrimination in respect of accommodation on the basis of pupils' race, ethnicity, religion, family circumstances or sexual orientation. Every effort will be made to accommodate a physically disabled pupil alongside others in the year group; where, for practical reasons, the disabled pupil's accommodation has to be located in one area of the House, some other members of the year group will, if practicable, be accommodated in the same area.

Access to common facilities within houses (e.g. brewers, libraries, computer rooms) will be available to all pupils. There are, in some houses (but not all), common rooms set aside for the Upper Sixth (or the Sixth Form) and brewer use may be separated by year group.

However, all pupils will have access to similar facilities in the different year group common rooms and brewers (where they exist). Similarly, the common room and brewer facilities in boys' and girls' houses will make essentially the same provision. Pupils disabled in the terms of the Equality Act (2010) will be given such access to common facilities as is practical on the basis of reasonable modifications of the House accommodation. Pupils from minority social or ethnic groups will be entitled to access these common facilities without experiencing exclusion, hostility or harassment.

### **3.6 Catering**

At Bradfield a wide menu choice is available at meal times and reasonable provision will be made for special dietary, medical or religious needs. An individual's Care Plan will specify arrangements to meet particular dietary requirements. The Catering Committee meets regularly and will involve representatives from each house community. Its discussions inform the construction of the menus on offer from the College caterers and house representatives can bring the requirements of particular groups to the committee's attention. Membership of the Catering Committee will be open to all pupils at the College.

In the boarding houses, pupils observing Ramadan and similar festivals requiring special

meal arrangements will be helped and supported by the Matron and HsM.

### **3.7 Health Care**

A register of those with disabling physical conditions or other significant medical problems will be maintained by the Senior Sister; pupils listed on the Register will have individual Medical Care Plans.

In the Medical Centre, so far as possible, the school will enable pupils to see either a male, or a female doctor as the pupil chooses. Objective, confidential advice will be available to pupils on matters of sexual health, including safe sex practices, contraception and pregnancy. The Medical Centre team will be supported by a team of College Counsellors.

### **3.8 Wellbeing (Personal, Social and Health Education)**

The arrangements in place will allow the sharing and discussion of views across the whole pupil spectrum and permit specific individuals and minority groups to share thoughts and concerns in a secure context.

The education and advice given in all Wellbeing discussions will be objective and recognise the social, moral and spiritual diversity of the College as a multi-cultural community set in a complex post-modern society. Attempts to impose or promote a particular way of living for the developing individuals educated at the College will be forbidden.

Advice given in Wellbeing will be age appropriate and children will be encouraged to think through their own positions on a range of matters of concern to them as they develop in their teenage years: alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted disease, are obvious examples. These topics will be discussed in a way that aims to respect differences in cultural background (e.g. Moslem attitudes to alcohol), religious differences (e.g. Christian attitudes to sex and marriage), different family values (e.g. in some families smoking is quite natural, in others it is abhorrent) and the implications of an individual's sexual identity or sexual orientation on some of the matters at issue.

Pupils will be encouraged to understand notions of social equality and to embrace the principles of equal treatment irrespective of age, disability, race, religion, sexual orientation and so forth. Pupils will be encouraged to develop an expectation of equal treatment within Bradfield, and in wider society, whatever their sex/gender, physical ability, race, religion or sexual orientation.

Because a good deal of work to promote sound personal development and good health in pupils is done in an informal way within the boarding house communities, all house tutor teams will contain a mix of male and female staff, allowing pupils to choose to discuss sensitive issues with either a man or a woman, as they may prefer. Tutors will receive training to ensure that they are able to make a satisfactory contribution to the development of tutees' emotional literacy and wellbeing.

Matters relating to intimate and other relationships, consent, sexual harassment and sexual violence will also be discussed within the context of the College's Relationship, Sex and Health Education Policy.

### **3.9 Pupil Consultation**

The College will elicit the views of all pupils who wish to make comment to those supervising their welfare. The views of pupils will be sought regularly and in diverse ways; no greater attention will be paid to the views of any social, ethnic or cultural group.



Membership of all pupil committees (e.g. the Catering Committee), along with appointment to the School Prefect body, as a House Prefect or Head of House will be open to all and decided without consideration of gender, race, religion, disability, family circumstance or sexual orientation.

### **3.10 Pupils' access to family support**

All pupils will be supported so they can maintain private contact with their parents and families. Although the majority of pupils possess a mobile phone and use this to maintain home contact, all houses will be provided with a public telephone accessible to all boarders. In circumstances where use of this telephone might be difficult for a pupil, the Housemaster/mistress (or Matron) will make a private land line available to a boarder for use. All pupils will have access to the email contact with family and friends.

### **3.11 Training of Staff**

Central to the College's expectation of all its staff is an insistence that pupils will be treated equitably. It will be made clear that no preference may be given to pupils as a result of gender.

Although different year groups may be subject to marginal differences in routine (e.g. in the matter of bed times), staff will be trained that there will be no differences in treatment on the basis of age alone (it will be stressed that a young pupil in a higher year group will be treated as a member of his/her cohort even if a pupil in a lower cohort is chronologically older than him/her). As part of induction, all teaching and pastoral staff will be trained to ensure equality of treatment is given to pupils irrespective of race, ethnicity, religion or sexual orientation.

Additionally, pastoral staff will attend regular house tutor team meetings to ensure all are familiar with the particular character and dynamic of the individual houses and have a good understanding of the needs of individuals within the house community. Tutors will also have access to training to ensure they understand the general needs of individuals with protected characteristics and are able to contribute appropriately to their wellbeing.

### **3.12 Examinations**

Due consideration will be made in examinations for those with specific needs. This includes both internal papers and public examinations. Examples include:

- Disability access arrangements to exam environments
- Appropriate support (such as extra time, rest-breaks, scribes or access to word processors and appropriate software) for those with a specific educational need
- Consideration of the needs of those with English as an Additional language (EAL)

## **4. Equality Procedures**

### **4.1 Identification**

Several means may identify pupils referenced in the Equality Act (2010)

- pupils with **protected characteristics**;
- pupils **disabled**, by either physical or mental impairment, which have a substantial or long-term negative effect on the pupil's ability to participate fully in the curricular,

co-curricular or pastoral life of the College.

#### **4.1.1 Admissions Declaration**

The Final Entry form seeks pertinent information on prospective pupils. As a condition of entry, parents are required to inform the College if there is any reason to suspect their child has any learning difficulty.

If this is answered affirmatively the Admissions Office will ensure that the SSSD Department is aware. Parents are also required to disclose if there is any reason why a pupil may not be able to play a full part in the co-curricular life of the College. If this is answered affirmatively the Admissions Office will also ensure that the Housemaster/mistress is aware. Parents are warned that a failure to disclose special educational needs may jeopardise the offer of a place at Bradfield.

Parents are also required to disclose, in writing, to the College Medical Officer if their child has any medical or psychological problems. Parents are specifically required to disclose any serious medical or psychological problem that might recur and to identify any severe allergies suffered by the child. If any of the medical questions are answered affirmatively the Admissions Office will ensure that the Medical Centre is aware. The information disclosed is confidential and will not be shared beyond the Medical Centre.

#### **4.1.2 Disclosures**

Parents may disclose that a child has a protected characteristic (including medical/psychological problems) to the Housemaster/mistress, Second Master/Academic Deputy Head, Medical Centre or SSSD Department. Such disclosures will be treated in accordance with the College's policy on Confidentiality; the information will be shared with members of the College who need to know what has been disclosed in order better to care for the child and/or to make the adjustments required to address the impairment at issue.

Written disclosures will be passed on, either in hard copy (marked confidential) or in electronic copy that is password protected. Oral disclosures will first be minuted and confirmed with the parent. The agreed minute will be passed on, either in hard copy or in electronic form.

Disclosures of a protected characteristic by a pupil will also be treated in accordance with the College's Confidentiality policy. Any sharing of the information with parents will take account of the Gillick/Fraser rules and follow the same protocols as those in place for the sharing of information disclosed by parents.

#### **4.1.3 Judgements**

An unacknowledged protected characteristic or pertinent impairment may be identified by the College doctors during a new pupil's routine medical examination. The diagnosis will be included in the pupil's medical record, but not shared beyond the Medical Centre.

Those who work with pupils will occasionally detect signs, either of an unacknowledged protected characteristic or of a pertinent impairment that has not been declared or disclosed (possibly because it has not been formally diagnosed). The employee will discuss his/her suspicions in the first instance with the pupil's Housemaster/mistress. The Second Master will subsequently be involved and, if in his judgement there are evident good reasons for the developing suspicions, and where doing so will clearly be in the best interests of the child, the parents of the pupil will be invited to the College to discuss the issue.

Where the matter is covered by the Gillick rules (e.g. there is suspicion that a pupil is

pregnant) discussion will be with the pupil, under the supervision of the College Medical Centre, and not with the parents.

## **4.2 Registration (RPC)**

Pupils identified as possessing a protected characteristic (as a result of the Admissions process, in consequence of a disclosure by the parents or the child, or following discussions of suspicions formed by those working with the child) will, with the exception of girls, be listed on the Register of Those with Protected Characteristics (RPC), even if they are not judged to be in need of specific support to facilitate their access to education at Bradfield.

This Register will be maintained by the Second Master, held securely in the Second Master's Office and covered by the College's Policy on Confidentiality; its information will be shared solely and exclusively with employees of the College who need access to the information to discharge their duty of care to the child. On occasion, the information will be covered by the Gillick/Fraser rules and the child's RPC entry will not then be shared with his/her parents.

## **5 Intervention**

Intervention to support pupils with protected characteristics will be a matter of written record. At Bradfield there is zero tolerance of all forms of bullying including cyber-bullying and all forms of harassment including racial and sexual.

### **5.1 Medical Care Plans (MCP)**

Every pupil identified with any chronic medical condition or disability will be the subject of a Medical Centre Plan (MCP); pupils identified as disabled within the terms of the Equality Act (2010) will be listed on the RPC.

The pupil's MCP will contain the recommendation of the specialist consultant the child sees in the clinic and will refer to the College policy/protocol related to the medical condition at issue. The child's most recent test results will be recorded on the MCP.

The MCP will be shared with the pupil's Housemaster/mistress and the House Matron who will be asked to share it with relevant members of the tutor team. The MCP will be updated by the Medical Centre on receipt of information from the specialist consultant, even if no changes are required. The updated plan will be passed on to the House.

### **5.2 Special Educational Needs Register (SEN Register)**

On identification of a special educational need, a pupil will be placed on the College's Special Educational Needs Register (SEN Register) and a level of support provision agreed and recorded; where the pupil at issue is judged disabled within the terms of the Equality Act (2010), he/she will be listed on the RPC.

The SEN Register will be available on the College Intranet for scrutiny by all teaching staff and individuals will be highlighted on set lists on iSAMS by a colour-coded flag icons which will give access to summary notes designed to inform and assist the teacher. Some pupils on the SEN Register will receive SSSD lessons: the progress of others will be monitored on the "Watching Brief". Full details of arrangements are given in the SEN Policy.

### **5.3 Pastoral Welfare Plans (PWP)**

The Housemaster/mistresses' Manual outlines the process by which the Deputy Head Pastoral's Office identifies pupils to be given Pastoral Welfare Plans (PWP). Copies of the individuals' plans will be held in the Deputy Head Pastoral's office and in each pupil's

boarding house. House tutors and the House Matron will be required to read and take note of these plans. They will also be made available to staff leading off-site activities involving overnight residence or some degree of “adventure”.

#### **5.4 Bullying and Sanctions Registers**

The College’s Anti-Bullying Policy (Principles and Procedures) requires all Housemasters/mistresses to maintain a House Bullying Register and to alert the Second Master’s office to all instances of bullying that are likely to lead to sanction.

Instances of bullying judged to be serious will be recorded in the Second Master’s *College Bullying Register*. The Second Master will update his understanding of each such case at least once every term; a formal request for information will be sent to the relevant Housemaster/mistress. Pupils who are on the College Bullying Register will also be discussed termly by the Second Master and the Child Protection Governor.

The Anti-Bullying policy deals specifically with bullying on the grounds of disability, race, sex/gender, sexual orientation, religion, culture or family background. All instances of such bullying will be understood to be occasions of serious bullying and be recorded on the College Bullying Register.

Specific note will also be taken of any harassment, sexual or otherwise, or instance of violent conduct, sexual or otherwise in accordance with the College’s Behaviour Policy.

### **6. Specific Anti-discrimination measures and the promotion of Equality**

To work alongside the reactive measures described in section 5 and others set out in the Behaviour Policy and Anti-Bullying Policy, proactive measures will be put in place at Bradfield to promote equality of opportunity and to combat possibilities of discrimination against individuals with protected characteristics.

#### **6.1 Disability**

Increasing understanding of physical disability in wider society, fostered by events such as the Paralympics, has made young people more open-minded about the relative significance of physical limitations once thought an absolute impediment.

The College is committed to upholding and promoting these more enlightened attitudes. This will be reflected in the Wellbeing programme and within the PE curriculum where the achievements of physically limited athletes will be underlined. The success of those with mental disabilities (dyslexics, depressives and so on) will similarly be emphasised in Wellbeing and in History, Politics, Theatre Studies and other subjects where opportunities for their discussion arise. Members of the teaching and pastoral staff will deal with all references to physical or mental disability with maturity and sensitivity, making it clear that ‘jokes’ at the expense of the disabled are always unacceptable. Pupils will be reminded in School Assemblies and House Calls that

“banter” or other casual remarks utilising language that references disability is without excuse. It will be emphasised that the College exercises a policy of ‘zero tolerance’ in such matters.

It will be made clear that pupils at the College who are disabled, either physically or mentally, are entitled to positive treatment by peers. The Anti-Bullying Policy deals specifically with bullying that focuses on disability. Remarks by pupils that focus on mental or physical limitations in others are ‘notifiable offences’ within the Behaviour Policy and will always be referred to the Second Master.

## **6.2 Race**

The College is deliberately configured as a multi-national, multi-cultural community admitting pupils from over twenty countries beyond the UK and is committed to the celebration of difference. It is believed that the boarding environment naturally contributes to the development of close inter-personal relationships which are blind to racial difference. It is further believed that sports teams, drama, dance and music groups also act naturally to break down barriers and to minimise awareness of racial differences.

The Admissions Policy will aim to ensure that the spread of academic abilities of pupils is similar in different racial groups. Financial and social success is a characteristic of all parents at Bradfield and this will work to promote the appreciation of real achievements of different racial groups within the work place and the levels of economic success enjoyed within different ethnic communities.

School assemblies and House Calls, from time to time, will specifically address the value of racial diversity and highlight the insidious impact of racism. In the curriculum, discussions in History, Religious Studies, Geography and the Sciences will aim to develop intelligent reflection on racial diversity, whilst in Wellbeing the discussion of racial diversity, racism and social pluralism will form a significant part of the programme.

Reactively and proactively, the College Behaviour Policy and the Anti-Bullying Policy specifically address racism. One of the ‘notifiable offences’ which must always be referred to the Second Master, racism in word or action will always be confronted by members of the teaching staff and dealt with disciplinarily at the highest level.

## **6.3 Physical Gender**

The College’s Statement of Co-educational Policy sets out Bradfield’s intention to build a school community where equality of treatment and opportunity for boys and girls is the norm. The College’s development plans seek to expand the number of girls at Bradfield in pursuit of a better gender balance.

Pupils joining the College in NC Year 9 all enter Faulkner’s, a co-educational house, where the co-educational ethos of the College will be deliberately fostered by integrating boys and girls from the outset. It is believed that this arrangement does much to foster inter-personal relationships where the significance of sex/gender difference is kept in proper perspective. A policy statement on relationships between boys and girls educated at the College will seek to maintain these good relations through the remaining years of College life. The Admissions Policy will aim to ensure that the spread of academic abilities amongst male and female pupils is similar.

School Assemblies, House Calls and the Lecture Programme from time to time will specifically promote equality in the perception of male and female roles in the outside world, introducing pupils to women enjoying significant success within the workplace that equals or exceeds male colleagues. In Wellbeing classes, the discussions of gender stereotyping and male/female equality will form a significant part of the programme.

Reactively, the College Behaviour Policy and the Anti-Bullying Policy specifically address sexism. Amongst the ‘notifiable offences’ which must always be referred to the Second Master, sexting and other sexual bullying will always be confronted by members of the teaching staff and dealt with disciplinarily at the highest level.

## **6.4 Religion or Belief**

Although an Anglican foundation, College publications will make it plain that Bradfield is

open to people of all religious beliefs (and none) and that the Chapel is not a place where the young are proselytised. The College Whitelist will identify days in the Calendar which are festivals in different faith traditions and often the Chapel talk on a specific day will focus on the named festival and traditions or tales linked to it.

It is a fundamental aim of the College that pupils from different religious groups should live side-by-side in an inclusive community, open to difference, keen to foster an interest in and appreciation of diversity of religious expression within human culture, and that the boarding and co-curricular features of College life should work to unite the pupil body, naturally emphasising the things which cohere people to a point where religious differences seem insignificant.

Pupils will be encouraged to practise their own religion. Arrangements will be put in place to support Moslems at school during Ramadan and pupils will be given leave to attend festivals with their families. The College Dress Regulations will accommodate religious dress from different faith traditions.

Reactively, conflict and rancour rooted in issues of religion will be dealt with in line with the College's disciplinary policies on racism. Religious-based tension will always be referred to the Second Master and, being dealt with at a senior level, the punishment of offenders will contain a strong moral message about the College's values.

## **6.5 Sexual Orientation**

Increasing maturity of attitudes within wider society towards Lesbian, Gay and Bi-sexual people has had an evident positive impact on the attitudes of pupils in recent years. The College is committed to upholding these newer, more liberal values. This will be reflected in the Wellbeing programme and in the clear expectation that all staff will address issues of sexual identity with maturity and sensitivity whenever they arise in class, tutorials or casual conversation. It will be made clear to all staff that 'jokes' made at the expense of homosexuals rank alongside those made at the expense of racial minorities; there is an expectation that inappropriate remarks by pupils will not be left unchallenged. Pupils will be reminded in School Assemblies and House Calls that "banter" utilising language that references homosexuality is as inexcusable as that which references race. It will be emphasised that the College exercises a policy of 'zero tolerance' in all such matters.

It will be made clear that pupils who choose to 'come out' at school are entitled to respect and to have their decision accepted without challenge. In such circumstances, there will be no modification of the routine arrangements in place for all pupils (for example in respect of boarding accommodation). If parents are troubled by the pupil's action the College will prioritise the wellbeing of the pupil and act always in support of their self-understanding.

Reactively, the Anti-Bullying Policy deals specifically with homophobic bullying. Remarks by pupils that are construed as homophobic are 'notifiable' offences within the Behaviour Policy and will always be referred to the Second Master.

## **6.6 Pregnancy**

In circumstances where there has been no breach of its disciplinary policy prohibiting their sexual activity at any place within College bounds, Bradfield College will respond positively to girls who fall pregnant and decide to continue with the pregnancy and bring up the child. It will work in co-operation with medical specialists and aim always to prioritise the interest of the pupil. In circumstances where the girl's plans conflict with her parents' wishes, the College will aim similarly to prioritise the interests of the pupil.

In practical terms, the College will accommodate the pupil and support her absences from school for ante-natal classes. Reasonable adjustments will be made in the boarding house to ensure she has easy access to bathroom facilities. Other reasonable requests for practical support during her period of pregnancy will be accommodated.

### **6.7 Pupil mothers**

Motherhood is no bar to education at Bradfield. It is, however, judged that accommodation of a young mother and child within the boarding community will cause significant disruption to the lives of other girls within the boarding house. Girls who choose to be mothers will thus be supported in their on-going education at the College, but in foreseeable circumstances, will be expected to attend the College as Day Pupils. Should a girl wish to board and leave her child in the care of her family during the week, the College will make adjustments to the weekend commitments required of her to facilitate regular, extended contact between mother and baby at weekends.

### **6.8 Transgender pupils**

Bradfield College will respond positively to pupils who feel compelled to question their physical gender. It will work in co-operation with medical and mental health specialists and aim always to prioritise the interests of the pupil. In circumstances where the issues raised foment tensions between the pupil and parents the College will aim similarly to prioritise the interests of the child.

In practical terms, the College will accommodate transgender pupils according to their physical gender, but, on the recommendation of health professionals, a pre-operative transsexual will be entitled to latitude and tolerance within the boarding house in terms of dress and the pronouns that are preferred by the pupil. Similar levels of latitude and tolerance will be exercised in individual's entitlement in the classroom and other areas of the College.

The unusual circumstances at issue will present many in the community with emotional challenges. The College will support the effective integration of the transgender pupil with an education programme for staff and other pupils at the school.

## **7. Other Areas**

Any complaint by a pupil or parents relating to issues dealt with in this policy will be taken seriously and dealt with in a timely and sensitive manner. There is a whistle-blowing policy set out in the Staff Handbook.

It is recognised that those with protected characteristics may be vulnerable in a variety of ways including to peer-on-peer abuse and the College's Safeguarding and Child Protection, Anti-Bullying, Behaviour, and Relationship, Sex and Health Education Policies take any such vulnerabilities fully into account and protect the pupils concerned.