



## Equality Policy: Students

### Document Control

#### Confidentiality Notice

This document and the information contained therein is the property of Fable House. This document contains information that is privileged, confidential or otherwise protected from disclosure. It must not be used by, or its contents reproduced or otherwise copied or disclosed without the prior consent in writing from Fable House.

#### Document Details

|                                      |               |
|--------------------------------------|---------------|
| <b>Organisation:</b>                 | Fable House   |
| <b>Current Version Number:</b>       | 4             |
| <b>Current Document Approved By:</b> | Claire Thorpe |
| <b>Date Approved:</b>                | June 2026     |
| <b>Next Review Date:</b>             | June 2027     |

#### Document Revision and Approval History

| Version | Date       | Version Created By: | Version Approved By: | Comments |
|---------|------------|---------------------|----------------------|----------|
| 1.00    | 23/05/2024 | Jessica Fox         | Lizzy Latham         |          |
| 2.00    | 22/07/2025 | Jessica Fox         | Lizzy Latham         |          |
| 3.00    | 09/03/2026 | Jessica Fox         | Lizzy Latham         |          |
| 4.00    | 09/06/2026 | Lizzy Latham        | Claire Thorpe        |          |

## Statement of Intent

Fable House understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Fable House's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every student receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our students. We are committed to supporting and celebrating all students' individual identities. We have developed this policy to provide a clear framework for how we will achieve our aims.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our provision
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Regularly reviewing our policy to ensure it reflects current trends and issues

## Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

Human Rights Act 1998

- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after

children'

- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following Fable House policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Safeguarding Policy

- Complaints Procedures Policy
- Anti-bullying statement

### Roles and Responsibilities

The Directors will:

- Be responsible for ensuring Fable House complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure students and potential students will not be discriminated against, harassed or victimised in relation to:

- Admissions

- The way Fable House provides an education for students.

- How students are provided with access to facilities and services.

- The exclusion of a student or subjecting them to any other detriment.

The CEO will:

- Implement and champion this policy, ensuring that all staff and students apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.

Staff will:

- Be alert to the possible harassment of students both inside and outside of the provision, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all Students, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion.

### Protected Characteristics

We will not discriminate against, harass or victimise a student, or prospective student, because of their:

-Sex

-Race

-Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health

-Religion or belief

-Sexual orientation

-Gender reassignment

-Pregnancy or maternity

We will not discriminate against a student, or prospective student, because of a characteristic related to a person, such as a parent, with whom the student or prospective student is associated. We will not discriminate against a student, or prospective student, because of a characteristic which they are believed to have, even if the belief is mistaken.

### Sex

For the purpose of this policy, sex refers a student's biological assignment at birth depending on their reproductive organs. We understand some students identify as a gender different to the one they were assigned at birth, and we will support students through their transitioning phases. We will ensure that students of one sex are not singled out for different or less favourable treatment from that given to students of other sexes.

Fable House will only separate students by sex where there is reasonable justification for doing so, or if one of the following applies:

- Students will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex

Fable House will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Students will be offered equal opportunities to undertake any activity in the provision

### Race and Ethnicity

We will ensure that students of all races and ethnicities are not singled out for different and less favourable treatment from that given to other students. We will ensure students with English as an Additional Language (EAL) are treated equally and fairly, while ensuring they are supported at all times. We will not segregate students on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

### Disability

We will ensure that students with disabilities are not singled out or treated less favourably than other students because of their disability, which includes any mental health issue. We will avoid implementing rules that could have an adverse effect on students with disabilities (e.g. by making physical fitness a basis for admission, or asking students to deliver a presentation, as this could be unfair towards students with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim. We will ensure that we do not discriminate against students with disabilities because of something which is a consequence of their disability. We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities

We will meet our duty to undertake accessibility planning for students with disabilities and ensure that an Accessibility Plan is implemented and reviewed annually.

Fable House adheres to our Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

We will ensure that any medical conditions related to a student with a protected characteristic is fully supported in line with our Supporting Students with Medical Conditions Policy.

### Religion and Belief

We will ensure that students are not singled out or treated less favourably because of their religion or belief, regularly reviewing our practices to ensure that they are fair. We will ensure that students are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers. Absences in relation to religious observances will be recorded without negative impact to a student's attendance records

### Sexual Orientation and Gender

We will ensure that LGBTQ+ students, or the children of LGBTQ+ parents, are not singled out for different or less favourable treatment from that given to other students. We will ensure that students are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in Relationships and Sex Education (RSE). We will educate students on positive relationships, families and gender identities within the LGBTQ+ community. RSE lessons will be taught in accordance with our RSE Policy.

We will ensure that any religious beliefs with regards to sexual orientation are taught to students in an educational context, in a manner that is not prejudicial or discriminatory. We will support LGBTQ+ students to feel comfortable and ensure they can celebrate their identity. We will ensure that there is a designated safe space within our provision where students can discuss issues of sexual orientation without fear of discrimination.

We will ensure that students are not singled out or treated less favourably in relation to gender, i.e. because they are transgender/non-binary or have transgender/non-binary parents, siblings or other family members. We recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional. We will make reasonable adjustments to accommodate absence requests for treatment and support of students by external sources, e.g. charities such as Stonewall. Any such absences will be recorded accurately and sensitively to ensure the privacy of the students. Students have the right to dress in accordance with their gender identity.

We will ensure that there are suitable toilet and changing facilities for students to use, including:

- Unisex/gender-neutral toilets and changing facilities.
- Gender-specific toilets and changing facilities.

The facilities will be made available to all students and students can use the facility they feel most comfortable in. We will support all students to feel comfortable and ensure they can celebrate their identity.

Respecting a child or young person's request to change name and pronoun is crucial in supporting and validating that young person's identity. Some children and young people may wish to change their name to make it in line with their chosen identity. Although they may not have changed their name legally or made other relatives and peers aware. At Fable House individuals have the right to choose the name by which they are known to by staff and fellow pupils and this will not be shared with anyone without the students consent. All students have the right to discuss and express their gender identity openly and to decide when, with whom, and how much to share information. When

contacting the parent or carer, Fable House will use the student's legal name and the pronoun corresponding to their gender assigned at birth unless the student has specified otherwise.

### Pregnancy and Maternity

We will ensure that students are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding. We will make reasonable adjustments to accommodate absence requests for the treatment and support of students who are pregnant or have just given birth.

### Looked-after children (LAC) and Previously Looked After Children (PLAC)

We will ensure that students are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state. A Personal Education Plan (PEP) will be created and implemented for all LAC, to ensure that their education and development needs are fully covered. We will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed.

### Promoting Inclusion

We will promote inclusion and equality at Fable House through:

- Ensuring that students are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our Governing Body and staff reflect the full diversity of our community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged in a way appropriate to our student's needs and developmental level.
- Instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all students, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Ensuring admission arrangements will not unfairly disadvantage students with protected characteristics

### Students that have left Fable House

Our responsibility to not discriminate, harass or victimise does not end when a student has left Fable House. It will continue to apply with regard to subsequent actions related to our previous relationship with the student, such as the provision of references.

### Bullying and Discrimination

Our Anti-Bullying Statement:

At Fable House, we recognise our responsibility to our young people to give them the skills to treat each other well and behave appropriately towards others.

We will make sure our response to incidents of bullying takes into account:

- the needs of the person being bullied
- the needs of the person displaying bullying behaviour
- the needs of any bystanders
- our organisation as a whole

In order to do this, we will employ a restorative approach (as outlined in our Behaviour Policy), explicitly teaching our students interpersonal relationship skills and the importance of mutual respect. We understand that perpetrators of bullying may have misunderstandings or misconceptions and/or personal experiences which have influenced their behaviour. We will consider this when putting support in place to prevent them from bullying in the future.

Where there are concerns about bullying, parents/carers will be informed. Discussions with parents/carers and appropriate professionals surrounding the young people ensure a multi-agency approach to safeguarding our young people from bullying.

Through regular discussions with our staff, children, young people and families we will identify any arising issues and respond in a timely and appropriate manner. We will review the plan we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

#### Staff Training

New staff will receive relevant training on the provisions of this policy during their induction. Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support students with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards students with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and student about any issues related to a protected characteristic.
- Ensure that Fable House staff and students are aware of relevant awareness days and celebrations

#### Monitoring and Review

This policy will be reviewed by the Senior Leadership Team annually and updated where appropriate – any amendments will be duly communicated to staff.