



# Equality Policy

---

As a community we grow

Barrhead High School

*RAISE THE BARR*



## Equality & Diversity Policy

### Rationale

All young people and staff have the right to feel happy, safe, and included. At Barrhead High School, we strive to create a positive ethos and a climate of respect and trust based on these shared values across the school community. Staff and young people who feel happy and safe in school are more likely to be successful, confident learners and contribute effectively, enabling them to reach their full potential.

Scotland is a multi-cultural society, and Barrhead High recognises the importance of preparing our young people to appreciate and celebrate diversity, so they can effectively contribute to society.

### Aims

We are committed to meeting legal and regulatory requirements by:

- Involving all stakeholders in the development of inclusive approaches.
- Embedding equality and diversity in learning and teaching.
- Promoting personal achievement and participation in the ethos and life of the school.
- Working with a range of partners to support professional learning.

### Legal Framework

At Barrhead High School, we strive to ensure that we treat all staff and young people with respect and provide a positive and safe environment. We recognise that there may be additional barriers to accessing support for people who identify as having a protected characteristic. These are outlined in the Equality Act (2010):

*Age, Disability, Religion and Belief, Sex, Sexual orientation, Gender Reassignment, Race, Pregnancy and Maternity or Marriage and Civil Partnership status.*

In addition to these, Barrhead High School also recognises that care experienced children, young carers, young people undergoing gender transition, transgender people (inc. non-binary), individuals with English as a second language and those in lower SIMD areas may also experience disadvantage, prejudice and discrimination. We endeavour to address these issues.

This policy and all associated procedures apply to all staff (including partners, visitors and students on placement), and young people and should be read in conjunction with:

- Anti-Bullying Policy
- Scottish Government. (2022). Getting it Right for Every Child
- Equalities Act 2010
- The UNCRC (Incorporation) (Scotland) Act 2024
- United Nations Convention on the Rights of the Child

## 2: The right to protection against discrimination.



## What is discrimination?

There are four main types of discrimination outlined within the Equality Act (2010).

- **Direct discrimination** - This means treating one person worse than another person because of a protected characteristic
- **Indirect discrimination** - This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one
- **Harassment** - This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment
- **Victimisation** - This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so.

## Our approach

Our approach to equality in Barrhead High is based around our school values of RESPECT. We promote equality throughout the school.

- All staff are encouraged to model appropriate behaviour and language to scaffold our learners' understanding.
- We support staff to develop their racial literacy
- We create visually inclusive learning environments
- Diverse identities throughout the curriculum, ensuring resources authentically represent the individuals and communities they portray without reinforcing stereotypes
- We prioritise approaches to learning and teaching that foster cooperation and reduce the occurrence of in-groups and out-groups
- We aim to ensure that a representative mix of parents, carers and partners are involved in the life and work of the school
- There are opportunities at all stages for learners to take responsibility for leading their own and others' learning around stereotypes, bias, and inequality.
- All Pastoral classes have representatives who work together to events to celebrate and recognise diversity and equality.
- We engage with partners to support practitioners to understand their role in challenging gender based violence through promoting an ethos and culture of equality throughout the curriculum.
- Equalities are woven into our improvement planning and interventions monitored for impact.
- Wellbeing, attendance and attainment data is examined through an equalities lens and used to identify gaps to plan targeted interventions.
- Staff have access to professional learning to build confidence in improving equalities.

## 2: The right to protection against discrimination.





## The roles and responsibilities within our school community

Our Senior Leadership will;

- Ensure learners, staff, parents/carers and partner agencies are involved in the development and implementation of our policy.
- Organise relevant professional learning.
- Record incidents relating to equalities and discrimination on SEEMIS
- Take appropriate action is taken in any cases of unlawful discrimination
- Record all prejudice-based bullying incidents are take appropriate
- Adhere to the Council's recruitment and selection policies
- Collect and monitor statistics on attainment, attendance and exclusion concerning equality.

Our school staff will:

- Commit to learning about issues relating to equalities.
- Seek opportunities to address issues of inequality and discrimination within the curriculum.
- Challenge discriminatory behaviour as it arises.
- Report incidents to relevant pastoral staff and SLT.
- Promote an inclusive curriculum and whole school ethos that reflects our diverse society.

Our learners will:

- Demonstrate respect for others by living our values.
- Participate in learning opportunities which increase their knowledge and awareness of discrimination and its harmful effects.
- Share their voice to review the policy and promote an ethos of equality and inclusion.

Our parents/carers will:

- Support their child to demonstrate inclusive attitudes and behaviours.
- Support the school if discriminatory behaviour is exhibited by their children.
- Report concerns around discriminatory behaviour to the relevant pastoral teacher or depute head teacher

## Responding to hate or prejudice-based incidents

All reported incidents should be investigated in full within three working days and recorded on Click and Go whether confirmed or not. When dealing with a specific incidence of racism, the following questions should be considered:

- How can you support the child or young person?
- What was the behaviour?
- What impact did it have on the child or young person?
- What does the child or young person want to happen next?

### 2: The right to protection against discrimination.



- What attitudes, prejudices or other factors have influenced the behaviour?

Next steps may include:

- Telling the young person that you believe them and are treating the concern seriously
- Exploring the options open to the young person, with the young person
- Considering what they want to happen next (taking the young person's views seriously, but with awareness that racism cannot go unchallenged, even where the person targeted is reluctant to seek a solution)
- Taking confidential notes of your discussions throughout the process and storing these securely
- Recording the incident appropriately, ensuring the data is confidential
- Arranging a follow-up meeting with parents/carers present, if necessary
- Agreeing a restorative approach where there is an opportunity for relationships to be mended
- Linking the child or young person into any further sources of support that are available
- Keeping the child or young person informed about any action taken.

At all stages, all actions and outcomes should be fully recorded, monitored and updated on the SEEMIS Bullying and Equalities module. Supplementary information or additional detail can be recorded in pastoral notes. Depending on the nature of the incident, racism may be recorded as either 'Racist Bullying' or 'Racist Incident'

### Communication of policy

Our policy is available on our school website and can be made accessible in different languages on request. School displays will be updated regularly to include current work and focuses on equality in Barrhead High. This policy and ongoing work will be highlighted in our monthly newsletters.

### Review and evaluation of policy

This policy will be reviewed and evaluated on an annual basis by our Equality Group using the following sources of information to ensure its effectiveness:

- Consulting with staff, parents and young people about equality and diversity issues in the school
- Annual review of policy efficacy in conjunction with staff and learner equality groups.
- Working in partnership with outside agencies including national equality charities and organisations.
- Ongoing staff professional learning in relation to equality and diversity.
- Continue to commit to LGBT Youth Scotland Charter, Vision Schools and UNICEF RRSA.