



# Equality Policy

As a community we grow





## Equality Policy

### Rationale

Our aim is to ensure all learners are attaining and achieving through excellent experiences by advancing equality, fairness and rights. At the heart of our policy is our RESPECT values and commitment to promoting rights. We aim to foster an inclusive environment where diversity is celebrated, and every learner receives equitable opportunities to succeed.

### Aims

We are committed to meeting legal and regulatory requirements by:

- Involving all stakeholders in curriculum design and inclusive approaches.
- Embedding equality and diversity in learning, teaching and assessment.
- Promoting personal achievement and participation in the ethos and life of the school.
- Collaborating with partners for professional learning support.
- Adhering to recruitment and retention policies.

### Legal Framework

We ensure all stakeholders are treated with respect and provided a safe environment. We acknowledge additional barriers for those with protected characteristics as defined in the Equality Act (2010), such as age, disability, religion, sex, sexual orientation, gender reassignment, race, pregnancy, and civil partnership status.

Barrhead High also recognises challenges faced by care-experienced children, young carers, individuals undergoing gender transition, those with English as a second language, and those in lower SIMD areas.

This policy and all associated procedures apply to all and should be read in conjunction with:

- Barrhead High Anti-Bullying Policy
- Scottish Government. (2022). Getting it Right for Every Child
- Equalities Act 2010
- The UNCRC (Incorporation) (Scotland) Act 2024
- ERC Social Justice Framework
- Technical Guidance for Schools in Scotland (2023)
- Barrhead High Inclusion Policy
- The additional support for learning (ASL) framework (Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009);



## 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 through:

- Learner equalities groups that encourage positive action and diversity celebration.
- Professional learning about equality and social justice.
- Implementing socially and culturally responsive learning, teaching and assessment practices that reflect the experiences and perspectives of our pupils and reduce barriers to learning and attainment.
- Inclusive participation of parents, carers, and partners.
- Opportunities for learners to lead learning around stereotypes, bias, and inequality.
- Partnerships to challenge inequalities and discrimination through curriculum.
- Integrating equalities into improvement planning and monitoring interventions.
- Analysing wellbeing, attendance, and attainment data through an equalities perspective.

## The roles and responsibilities within our school community

Our Senior Leadership will;

- Promote family and community partnerships that value and involve all, and work together to develop a socially just climate.
- Organise relevant professional learning.
- Promote support available to families for the Cost of the School Day
- Show how our school building is used and/or adapted to meet the diverse needs of young people and families.
- Record incidents relating to equalities and discrimination on SEEMIS
- Record all prejudice-based bullying incidents and take appropriate action
- Adhere to the Council's recruitment and selection policies
- Collect and monitor statistics on attainment, attendance and exclusion concerning equality.

## 2: The right to protection against discrimination.



Our school staff will:

- Commit to learning about equalities and rights.
- Seek opportunities to address issues of inequality and discrimination within the curriculum to promote understanding of difference.
- Plan inclusive opportunities for young people to see positive representations of themselves and diverse others in what they read, see and hear.
- Challenge discriminatory behaviour as it arises and report incidents to relevant pastoral staff and SLT.
- Ensure learning, teaching and assessment are arranged in ways that promote equality and eliminate discrimination
- Provide additional support for learning and ensure assessment is managed to respond to individual communication and support needs
- Ensure teaching resources and materials promote equality, including through digital technologies.

Our learners will:

- Demonstrate respect for others by living our RESPECT values.
- Participate in learning opportunities which increase their knowledge and awareness of discrimination and its harmful effects.
- Participate in PSHE, assemblies and events organised by our Values Ambassadors and partners to promote equality and eliminate discrimination.
- Share their voice to review the policy and promote an ethos of equality and inclusion.

Our parents/carers will:

- Encourage inclusive attitudes and behaviours in their children.
- Support the school in addressing discriminatory behaviour.
- Report concerns to relevant school staff.
- Participate in events promoting equality.

### **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?
- 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

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



- 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.

### Monitoring and evaluation of policy

This policy will be reviewed using the following sources of information to ensure its effectiveness:

- Consulting with all stakeholders about equality and diversity issues in the school
- 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.
- Incidents of bullying and discrimination.