

## Gleniffer High School Equalities Policy

## Why we have developed this policy.

The Equality Policy for Gleniffer High School has been developed to ensure everyone in our school community is included, safe and represented. It encompasses all protected characteristics covered by the Equality Act 2010 (Scotland). It links with our anti-bullying policy and is reflective of our school vision, values and aims.

Gleniffer High School is committed to providing a high quality education in a caring and welcoming environment. It is our belief that the wellbeing of all young people promotes self-worth, confidence and self-esteem, leading to high quality attainment and achievement.

In Gleniffer High, we will engage with all our stakeholders to promote wellbeing and ensure that our learners have the opportunity to thrive in a stable school environment which will support their progress and prepare them for life beyond school and make our community a great place to live.



The Equality Act 2010 (Scotland) covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Marriage and civil partnership
- Pregnancy and maternity

While these are the characteristics protected by law, there will be other characteristics which make up a person's identity and they are no less important.

Our Equality Policy is inclusive of the whole school community – pupils, staff, parents/carers, visitors and partner agencies and the purpose of this policy is to set out how our practice and policies recognise the need to:

- Educate our whole school community about the nature of equality in law and it's evolving nature;
- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity;
- Foster good relationships between groups.

Our policy recognises that everyone is different, which is a good thing, and it also recognises that the different needs of people mean that we must ensure equality to access to opportunities. We recognise that our approach should be equitable in that certain people in our community need a bit more help to access these opportunities.

Equality means offering the same rights and opportunities to **everyone**.

Equity means offering those rights and opportunities **fairly**.

### **What is inclusion?**

Everyone has a right to be included, respected and appreciated. Inclusion means helping people of all backgrounds feel like they belong in our group.

### **What is diversity?**

Diversity means variety and we recognise that each person is unique and that there is tremendous value in respecting and embracing our differences including beliefs, backgrounds, preferences, values and identities. There is a huge range of human experiences which we can all learn and benefit from.

Having a diverse school community brings better results as people of different ages, sexes, backgrounds, orientations, and beliefs etc carry with them different ways of seeing the

world. When brought together these different views can help us innovate and ensure our school community is reflective of the wider world.

The communities we live in are themselves becoming more diverse. This diversity gives us opportunities for learning and growth which we may not have been afforded otherwise, making our school a rich community and ultimately our community a better place in which to live.

## **What is discrimination?**

Discrimination can take different forms:

**Direct discrimination** is when you're treated differently than someone else because you have protected characteristics.

**Indirect discrimination** is when there's a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people more than others.

**Victimisation** is when someone treats you badly or you have been disadvantaged because you complain about discrimination or help someone who has been the victim of discrimination.

**Harassment** is any inappropriate behaviour against protected characteristics, whether expressed physically, in writing, verbally or otherwise which is unwanted and intimidates, offends or humiliates. This can include a serious one-off incident or repeated behaviour; making fun of someone because of their protected characteristic or online abuse.

**Discrimination by association** occurs where a person is discriminated against, not because of a protected characteristic they have, but because of a characteristic of someone they associate with.

**Discrimination by perception** is when a person discriminates against someone because of a perceived characteristic, even if they don't have this characteristic.

**Discrimination arising from disability** is when you're treated unfairly because of something connected to your disability rather than the disability itself.

## **Overall aims of our Equality Policy**

- To eliminate discrimination, harassment, and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

- To ensure as a school community, equality and discrimination are at the forefront of our practice on a daily basis.

To ensure that equality and inclusive practice are embedded across all aspects of school life, the Equality Policy refers to the UN Convention on the Rights of the Child.

## **Our approach**

We will conduct a survey for all members of the Gleniffer High community to gather views on equality and discrimination in our school. This survey will help plan improvements we need to make to ensure we are achieving the aims of our policy:

- To eliminate discrimination, harassment, and victimisation.
- To promote equality and equity of access and opportunity within our school and within our wider community.
- To promote positive attitudes towards difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

We will review our curriculum to ensure we are addressing unconscious bias in our teaching and learning and provide opportunities for young people to learn about the diverse nature of our community and the world.

We will share this policy with our school community, including specific inputs to be addressed via school assemblies and PSE.

We will ensure young people are educated in types of discrimination and the harm it causes.

We will ensure appropriate action is taken to address discrimination.

## **Our duties**

We have considered a range of activities and opportunities in the development of our policy to consider how different groups may require additional support to ensure equity.

These include:

- Preparation for entry to school and transition
- Breaks and lunchtimes
- The provision of school meals
- Interaction with peers
- Grouping of pupils
- Planned curriculum
- Timetabling

- Learning and teaching
- Classroom organisation
- Homework
- Opportunities for assessment and accreditation
- Exam arrangements
- School clubs, activities and trips
- Access to school facilities
- School sports
- Behaviour management approaches and consequences or sanctions.
- Staff welfare
- Accessibility and inclusion of our wider school community including parents/carers and external partners.

## **The roles and responsibilities within our school community**

Our Head Teacher will:

- Ensure pupils, staff, parents/carers and partner agencies are involved in the development of our policy.
- Oversee the effective implementation of this policy.
- Ensure staff have access to training which helps to implement the policy.

Our Senior Leadership Team will:

- Have responsibility for supporting staff in the implementation of this policy.
- Provide advice/support in dealing with any incidents or issues.
- Record incidents relating to equalities and discrimination on SEEMIS (our information management system).

Our school staff will:

- Commit to learning about issues relating to equalities.
- Look for 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.
- Offer support to the victim.

Our pupils will:

- Demonstrate respect for others.
- Participate in learning opportunities which increase their knowledge and awareness of discrimination and the harm it causes.
- Understand the impact of discriminatory behaviour and accept consequences or sanctions if policy is breached.

Our parents/carers will:

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

### **Responding to hate or prejudice-based incidents and bullying.**

We recognise that hate incidents or prejudice-based bullying behaviour comes from negative assumptions, stereotypes or misinformation. These are then directed against an individual or group.

We also recognise that individuals and society often struggle with difference of any kind (perceived or actual), which can result in people seizing upon these differences to the detriment of individuals.

Through our school vision, values and aims we want our school community to understand better the diversity that exists in society. We want to provide opportunities for individuals to safely explore differences and complexities to prevent incidents and situations. We will address the experience of the victim, perpetrator, bystanders and wider school community through our actions and responses. These may include education programmes, training, restorative meetings or disciplinary action.

We will record all hate incidents and prejudice-based bullying. We will use this information to identify trends and patterns so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, consequences and support for perpetrators and their families and education for our pupils and wider community.

### **Our approach to recording and responding to hate incidents and prejudice-based bullying.**

- School staff use SEEMIS to record any hate or bullying incidents (prejudice-based or not). This links directly to pupils' school pastoral notes and requires staff to take a record of the incident, including views of the victim and whether they are satisfied with the outcome.
- The victim, perpetrator and any witnesses will be interviewed. Following this a discussion will take place to agree appropriate action which may be educational, restorative, disciplinary or a combination of these outcomes.
- Feedback will be given to the victim with support offered and their wishes around a restorative meeting taken.
- Parents and carers will be kept informed throughout this process.

This policy will be reviewed June 2024.

**Our school community aims to be inclusive.  
We respect and welcome all those within it ensuring they  
feel safe and are treated with dignity and equality.**