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## Equality Policy



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## *Rationale*

Glasgow City Council Education Services is committed to equality and fairness, and our legal duties, obligations and associated responsibilities within the Equality Act 2010 across all our schools and early years establishments. We want to ensure that equality is embedded in all our establishments and that our values and cultures promote equalities. We want all our children and young people, staff, families and partners to feel highly valued and be treated fairly. We strive towards creating learning environments that reflect the diversity of the school community, both within the curriculum and in our workforce. We want everyone to have positive experiences and opportunities and recognise their contribution as global citizens to a world free from discrimination and one that promotes justice for all.


Our Equality policy seeks to ensure that everyone regularly thinks about how they are taking forward equality in their roles and settings as a catalyst for positive change, equality and fairness. It will encourage all to reflect on their commitment, activities and culture and how to adapt to a continually changing and rapidly evolving society.

In taking forward our Equality policy we are continuing to support the aim of creating a nurturing school within a nurturing city where children and young people feel respected and included.

We want schools to continue to celebrate the diversity of communities across our city, to challenge ourselves and each other, and consider our actions and impact across all the protected characteristics. Fundamentally, we support Glasgow's vision of a world class city with a thriving and inclusive economy where everyone can flourish.



## ***Introduction***

This policy sets out Rosshall Academy's approach to promoting equality, as defined within the Equality Act (2010). It covers age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. This policy should be read in conjunction with other school policies and guidelines particularly the school's anti-bullying policy, which should take account of the guidance in the  [Revised Anti Bullying Strategy 2019 \[2Mb\]](#). Our policy will set out how the school aims to remove barriers to learning for children and young people as individuals or groups.

Rosshall Academy will adhere to the technical guidance on how to apply the Equality Act 2010 in Scottish schools as outlined in the following link;  
<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

## ***Our School Context***

Rosshall Academy is a non-denominational comprehensive which serves the Crookston area of Glasgow. It has a roll of 1278 and five feeder Primary schools: Cardonald Primary, Craigton Primary, Crookston Castle Primary, Hillington Primary and Sandwood Primary. Rosshall Academy supports a wide diversity of pupils, around 50% of our pupils live in SIMD 1 and 2. 28% receive Free School Meals and 11% have English as an additional language. In addition to 29% of our pupils having a recognised Additional Support Need, we have a Visual Impairment unit within Rosshall Academy.

*(see Appendix 1).*

## ***Aims and Values***

The school is committed to provide equality and excellence for all in order to promote the highest possible standards.

The core values on which the policy is based include:

- a culture of respect for others
- promoting equality and social justice
- a community where pupils are well prepared for life in a diverse society

These align with the school's vision and values which are; Aspiration; Compassion; Creativity; Integrity; Perseverance; Respect.

## ***Our School's overall approach to promoting Equality***

Our school's Equality Policy provides a framework to pursue its equality duties as outlined in the 2010 Equality Act. We will strive to take all reasonable steps to;

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- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations and positive attitudes between all characteristics and different groups

Through the Equality Policy, the school will seek to ensure that no children and young people, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment. This does not mean that all learners should be treated in exactly the same way: it means that we may need to deliver learning in a range of ways to meet the differing needs of people so that all receive the same standard of education as others as far as this is possible.

*\*(NB 'age' is also a protected characteristic but not in relation to pupils of any age in a school).*

The school seeks to:

- promote understanding and engagement between communities
- provide opportunities to engage their communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination and inequality
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of equality and social justice

We should be committed to promoting and teaching about children and young people's rights especially with Scotland incorporating the UNCRC into law. Rosshall Academy is currently working towards our Rights Respecting Schools Silver level. Below are some of the areas that illustrate our progress in this are:

### **LGBTQ+**

#### **LGBTQ+ Club**

There is a dedicated and active extra-curricular lunch club which runs once a week. The pupils who attend the club are actively involved in improving the experience of LGBTQ+ pupils and making the school a more inclusive environment. All members of the LGBTQ+ community and allies are welcome. Pupil voice is a vital part of driving change at Rosshall Academy, we actively engage learners in discussions around inclusion and how we can better support them. Survey's and focus groups have been used to good effect in recent years to ensure a full and accurate picture of pupils' views are represented.

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### **Charter**

Rosshall Academy achieved our LGBT Youth Scotland Bronze Charter Award a number of years ago. We have been working towards our Gold Charter award and are committed to evidencing the inclusive environment created for pupils and staff at Rosshall Academy. As part of our Charter commitment, staff participate in training provided by LGBT Youth Scotland to understand how to better support LGBTQ+ young people. There is an active working group of pupils and staff who meet quarterly to evaluate progress and are committed to positive change for LGBTQ+ pupils.

### **Policy**

To ensure there are structures in place to support all LGBTQ+ pupils we have introduced a variety of policies to underpin practice. These include whole school uniform policy, PE policy on changing room use, Social Dance policy. The impact of this is that pupils can feel confident their identity is included all aspects of school life and practice.

### **Curriculum**

We have worked hard in recent years to ensure that LGBTQ+ voices and faces are present and visible in our curriculum. Across the school there is active LGBTQ+ work that goes on throughout the year. The Personal and Social Education curriculum has dedicated blocks of work to raise awareness around challenges affecting the LGBTQ+ community. There is also work across the school recognised during key dates in the school calendar such as Purple Friday and LGBT History Month.

### **Anti-Racism**

#### **Intercultural Youth Scotland**

One of our key partners in promoting anti-racist education has been Intercultural Youth Scotland (IYS). We value the contribution, expertise and lived experience they bring to the work being completed across Rosshall Academy. Our partnership means we have a member of IYS staff based in our school one day a week who can offer support to staff and pupils. They deliver an anti-racism class during our S5 wider achievement period where pupils can achieve a Level 5 Leadership award to recognise their achievements in this area. IYS also offer dedicated youth work for women and gender marginalised people of colour.

#### **Decolonising the curriculum**

Working with our partners at IYS and through our school improvement planning we have been continuing our work on having a less Euro-centric curriculum. This will

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ensure that people from different backgrounds and cultures are represented across the curriculum. It is vital that pupils hear different viewpoints and see themselves reflected in positive role models across different curricular areas. Our Principal Teacher for EAL and Cultural Inclusion has been gathering pupil, staff and parents views on how we can have a more inclusive curriculum. We have also surveyed pupils to gather evidence of their experience and Rosshall Academy and involved them in the positive changes that are taking place.

### **Black History Month**

Each year we celebrate Black History Month at Rosshall Academy. We have dedicated lessons in PSE and Personal Support. Departments across the school have contributed slides of influential figures from history and their curricular area. These were displayed during intervals and lunches throughout Black History Month to highlight the contribution people have made in the pupils' favourite subjects.

We also recognise other important dates and cultural events such as; Stephen Lawrence Day; Chinese New Year; Eid; Diwali; Holocaust Memorial Day. These and other events are marked by the school and recognise there are a wide range of pupils from different backgrounds and contexts that attend Rosshall Academy.

Although it is important to recognise one off event and celebrate people's history at certain times of the year. Rosshall Academy remains committed to a fully inclusive form of education where pupils recognise different backgrounds and cultures across our curriculum. Indeed, this was a strength of ours reflected in pupil questionnaires and it is a positive there is good practice already established to build on.

### **EAL**

We have facilitated adult ESOL classes in our community HUB for parents who have English as an additional language. Parents and carers are offered lessons for 2 hours a week on a course running for 12 weeks. They are then supported to apply for part time and full-time college places which has been highly successful in securing further education opportunities for families. This partnership with Glasgow Clyde College has provided families with social and networking opportunities.

### **Anti-Bullying**

Rosshall Academy is committed to creating a culture of strong anti-bullying values and practice. This is reflected in our anti-bullying policy which is available on our school website. We understand that bullying takes place in the context of relationships and, that our strong partnership with parents and carers is vital to creating an inclusive environment. We run a Mentors in Violence Prevention programme which facilitates senior pupils delivering a peer education programme in PSE lessons. This has a specific focus to reduce bullying incidents across the school and make pupils think about the decisions they take in the context of

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relationships. Rosshall Academy annually supports National anti-bullying week as well as having targeted lessons during our PSE and Personal Support curriculum.

Pastoral Care and Depute staff utilise the SEEMIS Bullying and Equalities – monitoring and tracking tool to log bullying incidents. These are monitored and a record of interventions and supports are maintained.

### **International Women's Day**

We recognise and celebrate International Women's Day annually. Across the curriculum lessons are delivered around this area. Each year this is marked by an event attended by schools across Glasgow City Council which gives young women a chance to meet inspirational people and peers.

### **Family Inclusion**

We work hard to enable families the chance to get involved in the education of their pupils and also the life of the school.

Last session we ran the following accredited courses in partnership with Clyde College: iPad help session for Parents/ Carers:

- Basic Sewing Skills SCQF Level 3
- Face Painting for a Community Event SCQF Level 4
- Introduction to Video Conferencing- Assisting online meets for learning, work and family SCQF Level 3
- ESOL- English for Speakers of Other Languages (ESOL) SCQF Level 3
- Mental Health Support session- Building Resilience (for Parents and Carers), delivered by LifeLink

We have created a dedicated 'hub' space in the school library and adapt our parental outputs every session.

### **Financial Inclusion**

In partnership with Glasgow City Council and the financial advice charity Gemap ([www.gemap.co.uk](http://www.gemap.co.uk)) we have a dedicated financial support officer, Sharon Graham. Sharon supports our pupils and families with any financial matters, including educational benefits like EMA, Free School Meals and Clothing Grants as well as Government benefits, debt management and fuel poverty supports. Sharon can also arrange a translators for our families for whom English is not the main spoken language at home.

Some of the impact of this partnership is outlined below:

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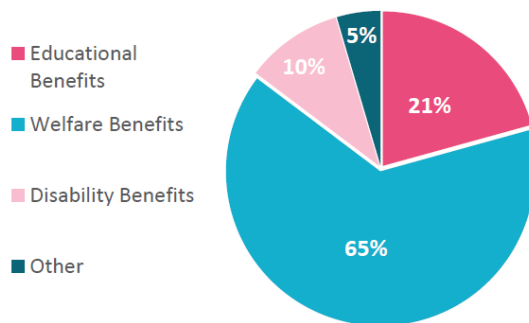
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Educational Benefits = £41,655.00

Welfare Benefits: £129,886.01

Disability Benefits: £20,440.40

Other: £9,182.98



### Digital Inclusion:

Through partnership with Vodafone, we offer free portable MiFi boxes that enable families for whom internet connectivity is a challenge. The boxes are supplied and enables access to the internet at home (and outwith), enabling young people to access online learning/homework and school communications through the internet, where otherwise this would

not be possible. Around 35 young people make use of this invaluable service, ensuring that no family is left behind by digital poverty.

## *Roles and Responsibilities*

### The Headteacher is responsible for ensuring:

- the policy is readily available and that, staff, children and young people and their parents/carers know about it
- its procedures are followed
- regular up to date information and data is uploaded to the establishment Education Perspective Report, annually
- all staff know their responsibilities, including the Headteacher as leader of learning, and receive training and support in carrying these out
- the school takes appropriate action in cases of harassment and discrimination towards learners and staff and follows appropriate procedures. For learners these are outlined in Chapter 7 of Glasgow's revised Anti-Bullying Strategy. [Revised Anti Bullying Strategy 2019 \[2Mb\]](#). For staff the procedures are outlined in the employees Bullying and Harassment policy.
- the school has appropriate channels and processes in place to encourage all voices to be listened to so that we can support children and young people's confidence in reporting bullying incidents.

All school staff are responsible for:

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- promoting equality and a collaborative ethos in the classroom/playroom
- developing school/class rules which challenge discriminatory behaviour
- modelling good practice and being positive role models
- proactively supporting learners if they face discrimination or inequalities linked to a protected characteristic
- reporting discriminatory incidents following recording and reporting procedures as outlined in Chapter 7 of [Revised Anti Bullying Strategy 2019 \[2Mb\]](#)
- recognise and tackle bias and stereotyping
- promote equality and social justice
- undertake CLPL opportunities to keep up to date with the law and practice on equality

### **Children and young people are responsible for:**

- supporting the school's equality ethos
- treating everyone in the school community with respect
- supporting students who being treated unfairly, bullied and disrespected
- sharing concerns or issues with a member of staff.

### **Parents/Carers are responsible for:**

- supporting the school's equality ethos
- sharing concerns or issues with senior staff
- encouraging their children to uphold equality values and principles outside of the school environment

### **Partners and visitors are responsible for:**

- supporting the school's equality ethos
- sharing concerns or issues with senior staff

### **Responsibility for overseeing equality practices in the school lies with the Head Teacher**

Responsibilities include:

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents) through SEEMIS. For more details on how to take this forward please to refer to Education Services Anti-Bullying policy which is available at Glasgow Online
- monitoring the progress and attainment of children and young people with protected characteristics
- monitoring exclusions

## ***Monitoring, Reviewing and Assessing Impact***

- The school's Equality Policy can be supported by actions in the School Improvement Plan
- The policy will be regularly monitored, reviewed and updated by all stakeholders to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between

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different groups, and that it does not disadvantage particular sections of the community. To support this you should use the 'Equalities Self-Evaluation Tool'

- Any pattern of inequality found as a result of self-evaluation will be used to inform future planning and decision-making
- Progress in improving equalities in the school will be reported on in the school's Quality and Standards Report
- This policy links to other policies and in general the principles of equality will apply to all other school policies.

This policy sets out our general approach to promote equality and inclusion at Rosshall Academy. Further policy papers relating to specific protected characteristics such as an LGBTQ+ and race can be found on our school website.

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# Equality Policy

## Appendix 1

This information is collated and updated annually so that we can have a clear picture of the context of the school population. This will be used to contextualise our policy and ensure that it reflects the diversity of our school community.

To collect the information you should refer to either data from Focus or SEEMIS

### School Context (as at insert date)

Details	(insert date here)	
	Number	%
<b>Staff</b> (teaching and support staff)	<b>141</b>	
<b>Sex</b>		
Male	50	35
Female	91	65
<b>Ethnicity/Race</b>		
White British/Scottish	134	95
White Other	2	1
Black and Minority Ethnic	4	3
Not known/disclosed	1	1
<b>Disability (disclosed)</b>		
<b>Children and Young People</b>	<b>1146</b>	
<b>Sex</b>		
Male	555	48
Female	591	52
<b>Ethnicity/Race</b>		
White British/Scottish	894	78
White other	38	3
Black and Minority Ethnic	173	15
Not known/disclosed	42	4
<b>Additional Support Needs</b>	<b>190</b>	<b>17</b>
<b>EAL</b>	226	20
<b>Disability</b>		
<b>Looked after/Care Experienced</b>	<b>19</b>	<b>2</b>
<b>SIMD 1&amp;2</b>	<b>607</b>	<b>53</b>
<b>Details</b>	<b>(insert date here)</b>	<b>16/06/2022</b>
	Number	%

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### *Appendix 2 Resources, Organisations and Policies*

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

 [Revised Anti Bullying Strategy 2019 \[2Mb\]](#).

<a href="http://www.crer.scot">www.crer.scot</a>	Coalition for Racial Equality and Rights
<a href="http://www.stephenlawrenceday.org">www.stephenlawrenceday.org</a>	Stephen Lawrence Foundation website
<a href="http://www.respectme.org.uk">www.respectme.org.uk</a>	Anti-bullying service
<a href="http://www.tie.scot">www.tie.scot</a>	LGBT inclusive education charity
<a href="http://www.lgbtyouth.org.uk">www.lgbtyouth.org.uk</a>	Supports LGBT young people
<a href="http://www.gda.scot">www.gda.scot</a>	Glasgow based charity run by and for disabled people
<a href="http://www.enableglasgow.org.uk">www.enableglasgow.org.uk</a>	Works with people in Glasgow with disabilities and their carers
<a href="http://www.glasgowwomensaid.org.uk">www.glasgowwomensaid.org.uk</a>	Supporting women, children and young people experiencing domestic abuse
<a href="https://www.interculturalyouthscotland.org/">https://www.interculturalyouthscotland.org/</a>	Intercultural Youth Scotland (IYS) is Scotland's leading charity for Black and People of Colour (BPoC) youth

We will continue to add to this list over time.

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