



TAYLOR HIGH SCHOOL

Draft Equality Policy JUNE 2024

Edition and Revision Log

Review Date	Revisions Made	Actions
23/06/24	Initial draft version in line with AIP 24/25	To be utilised for review and development towards and finalised policy.

TAYLOR HIGH SCHOOL
Whole School Equalities Policy

Rationale:

Taylor High School is a Catholic secondary school.

Our Mission Statement focuses on the school as part of the faith community. We emphasise in all of our public platforms that our Catholic school has the life and teaching of Jesus Christ as its foundation. Through the ethos of the school we will endeavour to work with the children so that they will come to know Jesus Christ as a person and a friend who guides them through life. We work towards helping each person in the school community to grow in fullness to develop, mature and fulfil their potential.

Pupils in our school will learn how to interact with others positively, to work and play co-operatively, to share new experiences, and to respect each other's differences.

We aim to work with parents and parish members to teach the Catholic Faith and the moral values of the gospels. We aim to nurture the children that they may grow into caring, confident, self-motivated adults.

The children will be made aware through our teachings in school that bullying is an unacceptable form of behaviour and will not be tolerated. In this way we serve them and, through them, the wider community. As a Catholic school, we work to ensure that the whole school curriculum offers role models and opportunities for children to learn how to interact with others, to share their experiences, respect each others differences and grow into caring, confident, self-motivated adults, treating all those they meet with dignity and in a fair and just manner.

Our Catholic school community knows that inclusion and equality leads to improved outcomes for all learners in line with our 5-year mission statement:

OUR 5 YEAR MISSION STATEMENT

We celebrate being a community of faith and learning through CARE where:

- Pupils feel well-known, supported and celebrated
- Pupils and parents receive regular constructive feedback about progress and next steps
- Learning and teaching experiences are consistently high-quality, varied and meet pupils' needs
- Our attainment is consistently high, and is improving against our comparator schools
- Our curriculum meets the needs of our pupils and supports their learning and progress well
- Our school works closely in and with our local parishes, primaries and the wider community

This policy subsumes and either replaces or supports all previous policies pertaining to equality, including Equal Opportunities, Anti-Bullying and Celebrating Diversity. It applies equally, where applicable, to adults¹ and children in school. This policy should be read in conjunction with the school's Inclusion Handbook which includes:

- Relationships and behaviour policy (Ready; Respectful; Responsible)
- Child Protection and Safeguarding guidance
- GIRFEC and promoting of Wellbeing
- Anti-bullying

Legal framework

1. Taylor High School School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:
 1. Age
 2. Sex
 3. Race
 4. Marriage and Civil Partnerships
 5. Pregnancy and Maternity
 6. Gender reassignment
 7. Disability
 8. Sexual Orientation
 9. Religion or belief.

In addition, we include economic disadvantage within this policy, recognising that this has one of the most significant impacts for achieving equality for all our children and young people.

2. We welcome and actively engage with the statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

¹ Adults in any capacity working in school: paid staff, volunteers, external agencies and parents and carers.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by nine principles:
(see appendix 1):

Principle 1: *All people are made in the image and likeness of God, and are deserving of dignity and respect*

Principle 2: *All learners are of equal value.*

Principle 3: *We recognise and respect difference.*

Principle 4: *We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.*

Principle 5: *We aim to reduce and remove inequalities and barriers that already exist*

Principle 6: *We aim to consult and involve widely*

Principle 7: *Society as a whole should benefit from our school policies*

Principle 8: *We base our practices on sound evidence*

Principle 9: *Objectives*

The curriculum

5. All teaching and learning within a Catholic school is rooted in the teaching of the Church. As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to develop their understanding of faith in practice and to:

- understand and celebrate diversity in all its forms;
- learn about equality and inclusion in a variety of curriculum areas (e.g. PSE, Science, RE, Art and English);
- develop an understanding of global citizenship;
- understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- develop an understanding and appreciation of other religious beliefs and cultures;
- recognise and challenge prejudice and discriminatory attitudes and behaviour;
- develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice, discrimination and intolerance which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. All such incidents or allegations must be recorded, processed, and reviewed in line with local and national guidelines; all such incidents should be recorded appropriately in SEEMIS (Bullying and Equalities Record).

Roles and responsibilities

9. The **Local Authority** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

10. The director of education or nominated Education Officer of the **Local Authority** has a watching brief regarding the implementation of this policy.

11. The **headteacher** is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

12. The **senior leadership team is responsible for:**

- coordinating equality work within staff teams
- dealing with reported incidents of racism or harassment and reporting these in detail to the Headteacher
- monitoring the progress of minority group children, including those on free school meals and from less economically affluent families
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve

14. **All staff** are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

15. **Visitors and Contractors** are expected to be aware of, and comply with, the school's equality policy.

Information and resources

16. We ensure that the content of this policy is known to all staff members and, as appropriate, to all pupils and their parents and carers.

17. All staff members have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Staff development and training

18. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

20. We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, the Police or other agencies as appropriate.

Monitoring and review

21. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

22. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to free school meals, disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

23. The head teacher, in collaboration with the local authority will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

24. All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

25. As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

26. Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

29. The policy will be reviewed every three years as routine, more often should legislation or circumstances require it.

Headteacher: P McWatt

Chair of parent council: PENDING

APPENDIX 1

Principle 1 – Overarching principle that guides and forms the other 8

***All people are made in the image and likeness of God,
and are deserving of dignity and respect***

Principle 2: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value.

We therefore act to ensure that each and every member of the school community:

- *experiences equality of opportunity*
- *feels a full and respected member of the school community*
- *has high expectations of themselves, their peers, staff, and others with regard to fair treatment*

Principle 3: We recognise and respect difference.

Within our school community we know that treating all people equally does not necessarily mean treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences and the kinds of barrier, and disadvantage which people may face.

Principle 4: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- *positive attitudes towards all people*
- *positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents*
- *mutual respect and good relations creating a culture free from prejudice, discrimination and harassment.*

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by challenging, reducing and removing inequalities and barriers that may already exist.

Principle 6: We aim to consult and involve widely

We endeavour to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of our whole school community.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

APPENDIX 2: Good Practice Record

Do you feel any responses have been particularly effective in dealing with incidents relating to the protected characteristic?

Have any steps been taken this term to deter incidents relating to protected characteristic from occurring in the school?

Are there any issues relating to dealing with such incidents and or harassment on which you or your staff would like advice, information, or training?

Headteacher:

Date:

APPENDIX 3: Good Practice Guidance

		Examples from school
1	We raise awareness of issues affecting our young people and celebrate their uniqueness.	
2	We ensure that the protected characteristics feature in the curriculum and, that across a pupil's time within the school, learning and teaching on each characteristic is planned at classroom and whole school level.	
3	We know where to go and who to talk to, to be heard in a safe and supportive environment.	
4	We work with parents, carers and pupils to ensure the best support for our school community.	
5	We are sensitive to the complex and changing needs of our pupils and we work with them to ensure that they feel listened to and supported, particularly at times when they most need our help.	
6	We ensure that staff are trained to best meet the needs of our pupils. All staff know the steps to be taken to keep our pupils safe, and where to get additional support if needed.	
7	We share good practice with our cluster and within our Diocese.	
8	We use our public platforms to: share the vision, aims and values of the school, promote the positive impact that the inclusive ethos of the school has outline key information for pupils, parents and carers on accessing support and help	
9	We challenge, correct and remove language and behaviour that promotes prejudice, discrimination or intolerance of any kind. We record any instances of discrimination and bullying.	
10	We use the Charter for Catholic schools to ensure that, through Church Teaching, we promote Social justice and opportunity for all.	

APPENDIX 4: Practical Strategies

IF YOU ARE BULLIED - TELL SOMEONE

Tell a school friend, brother, sister or a parent. Talk to your class teacher, another adult or talk to someone at home.

STRATEGIES FOR ANTI-BULLYING CULTURE.

The staff are responsible for delivering the anti-bullying message and reinforcing it regularly. Through our Catholic ethos and RE lessons, through assemblies, Religious Observance and personal and social education, the staff will create opportunities for expressing feelings and resolving conflicts.

Classroom practice and curriculum will be used positively as a vehicle. The implementation of the policy demands sound cooperation between staff, pupils and parents. Teachers should not accept false excuses: If the bullying was an accident, did the children act by helping the victim or getting help or sympathy? If it was just a laugh, was everyone laughing? If it was a game, was everyone enjoying it?

ANTI-BULLYING POLICY

Make sure that children are actively encouraged to talk about bullying not only in the classroom but on an individual basis. Parents must tell the child that in order for the bullying to stop you have to get help from the Head teacher or someone else at the school. Bullied children often feel completely helpless and it is important to help them regain control and take responsibility, with adult support, for what happens next.

IMPLICATIONS FOR TEACHING STAFF

Teachers are expected:

- To be prepared to find time to listen to children and take them seriously in a way which will not lead to their being humiliated or embarrassed by ensuring privacy.
- To look out for possible bullying behaviour and be aware of bully hot spots.
- To establish routine opportunities for children to talk about bullying.
- To include teaching about positive behaviour through the curriculum.
- To make clear the limits of acceptable behaviour.
- To implement the rewards and the sanctions as quickly as possible.
- To recognise that we as teachers sometimes need help and to seek it if appropriate. To examine our own behaviour to make sure we are not bullying pupils, colleagues or parents.
- To make sure everything we do gives the message "BULLYING IS NOT OK".
- To encourage collective responsibility for ownership of a problem.

IMPLICATIONS FOR PUPILS

Pupils need to: Trust staff to take action if being bullied. Be aware of rewards and sanctions and understand that their actions will have consequences. Tell staff they are being bullied or inform about a friend being bullied. Not stand by and do nothing or laugh when bullying is taking place. Try to be helpful and kind to other people at all times. Accept sanctions if found bullying.

APPENDIX 5 : Practical Strategies for parents and carers

WHAT CAN YOU DO TO HELP PREVENT BULLYING IN OUR SCHOOL? INVOLVING PARENTS & CARERS

Parents need to: Contact school if they are aware or suspect bullying is taking place. Encourage children NOT to be aggressive with other people. Support the school if further action needs to be taken.

IMPLICATIONS FOR PARENT COUNCIL

The Parent Council need to: Make sure they understand and know about the bullying policy. Support staff in implementing the policy. Take an active role in the review and maintenance of the policy.

SOME ADVICE YOU CAN GIVE TO YOUR CHILD IF YOU KNOW OR SUSPECT HE OR SHE IS BEING BULLIED

Tell your child the following:

- That adults, particularly those in school, and parents take bullying very seriously and are prepared to do something about it.
- That bullies will be dealt with seriously and that it is much better to talk to an adult than to suffer in silence.
- Keep your child informed of all action you take to stop bullying.
- That she/he does not deserve to be bullied.
- That if she/he is different in some way, race, religion, hair colour, wears glasses, is plump, thin, tall or short, he/she should be proud of it. It is good to be an individual.
- If they are bullied, tell an adult, teacher, dinner lady, any trusted adult.
- Most adults will be sympathetic and will try to protect the child.
- Most of all they can tell you and you will do something about it.
- Not to fight back.
- Never be forced to fight a bully.
- If they are in danger from a bully or bullies, get away, give them any possessions they want.
- Find a trusted adult and tell them what happened and what was taken away.
- Do not delay telling
- Get your friends together and say NO to the bully.
- Stay with groups of people, even if they are not your friends. There is safety in numbers.
- If possible, avoid being alone in places where bullying happens.
- Walk quickly and confidently even if you do not feel that way inside. Try being assertive - shout "NO!" loudly. Practise in front of a mirror. Try not to show you are upset, which is difficult.

Appendix 6: COMPLAINTS SYSTEM FOR BULLYING

As a school community we hope that through our learning and teaching about respect, tolerance and the dignity of each person, there are few incidents of bullying.

However, when an incident does take place, all of the school community (adults and children) should know what to do and what process will follow.

1. All concerned teachers and parents need to be informed of how and when the complaint will be investigated.

A) The bullies will be interviewed both separately and together;

B) That the victim and anyone else who witnessed the incident will be interviewed;

C) That whatever the outcome of the investigations all parties will be left in no doubt as to the effects of bullying and reminded of the school's policy;

2. Parents of both bullies and victims will be informed in interview/meeting of the outcome of the investigations and of any immediate sanctions or threatened sanctions should there be a recurrence.

3. Victims will need a guarantee that any repercussions will lead to the immediate imposition of the agreed sanctions.

4. Should the complaint not be satisfactorily dealt with, then parents and victims should be informed of the general complaints procedures.

Appendix 9: School Statement on anti-bullying

Central to the life of the school are the values of the Gospel. These permeate all aspects of school life. The children grow to recognise that every person is unique, made in God's images and likeness. God's message of love, tolerance and respect for the individual is reinforced within our teaching and is central to collective acts of worship. Pupils are very aware of their responsibilities to each other and the need to help make our school bully free and not to tolerate unacceptable behaviour towards another person. Every child has a right to be safe and happy in school and not to have their education spoiled by other children's bullying behaviour.

All children deserve to receive their education free from humiliation, oppression and abuse. Every person who is a part of our School has a responsibility to take action to care for each other.

Children can be victims of bullies for many reasons but it is often because they are different in some way in terms of racial origin, gender, social class, sexual orientation, learning disabilities, size and so on.

Any form of bullying, physical, emotional or mental hurt relating to these, or other issues, will not be tolerated. It is detrimental to the ethos of our school and therefore against everything we are working towards.

We have a whole school approach to anti-bullying. Through our Catholic school, ethos, RE lessons, assemblies, curriculum areas including P.S.E. we will identify and address these issues. The school's work to promote Mental Health Ambassadors and Mentors in Violence Prevention particularly support this work.