

Article 2: All children and young people have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

	<p><b>TRINITY HIGH SCHOOL RENFREW</b></p> <p><b>Our Whole School Equalities Policy:</b></p> <p><b>ONE Trinity</b></p>	 <p>TRINITY HIGH SCHOOL</p> <p><i>Achieving Excellence Together</i></p>
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# ONE Trinity.

*Our school offers a safe base!*

In August 2018, the Education and Children’s Services Policy Board approved a revised anti-bullying policy which has been implemented and developed in all Renfrewshire Schools. This Equalities policy ‘ONE Trinity’ aligns with Trinity High School’s anti-bullying policy ‘Trinity CARES for All’<sup>1</sup> in that its aim is to create an environment where bullying cannot thrive. The approach to tackling bullying is one where children’s rights are promoted and respected, and where diversity is celebrated. This policy sets out explanations of prejudice-based bullying and protected characteristics as defined by the Equalities Act 2010 and has been developed specifically using resources from the Scottish Catholic Education Service (SCES).

*Adapted from Renfrewshire Council’s ‘Progressing Equality Outcomes and Mainstreaming Equality’ Progress Report, 2019*

## Trinity High School Vision:

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 other’s differences and grow into caring, confident, self-motivated adults, treating all those they meet with dignity and in a fair and just manner.

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Our Catholic school community knows that inclusion and equality leads to improved outcomes for all learners.

Children and young people 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.

### **Rationale:**

Our whole school vision and values focus 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 Trinity we endeavour to work with the children and young people 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 each other positively, to work and play co-operatively, to share new experiences and 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 and young people that they may grow into caring, confident, self-motivated adults.

### **Policy Context:**

Trinity High 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. Similarly, we include specific circumstances, such as those identifying as a Young Carer or Care Experienced Young Person within our policy as we recognise that no young person should be discriminated against or be excluded from opportunities as a consequence of their personal circumstances.

This policy incorporates advice and guidance outlined within the Equality and Equity Toolkit, published by Education Scotland, 2021 and can be used to support the whole school community to address equality and equity for all as part of our school evaluation and improvement journey.

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We welcome and actively engage with the statutory requirements and codes of practice. Our staff, learners, parents/carers and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

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.



Unicef works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. **Trinity High School is proud to call itself a Rights Respecting School.<sup>2</sup>**

## **Guiding principles**

In fulfilling the legal obligations cited above, we are guided by nine principles (which are further explained within 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**

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 relating to race, disability, sexual orientation or social standing;
- develop an understanding of their rights, the rights of others, and their responsibilities to each other;

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- 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**

We ensure that the principles listed previously 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 wellbeing
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, restorative practice and exclusions

This aligns with our school ethos where we endeavour to support wellbeing of all by embedding the national 'Getting It Right For Every Child' (GIRFEC) approach and 'Renfrewshire's Nurturing Relationships Approach' (RNRA).



GIRFEC is central to all government policies which support children, young people and their families and is delivered through services and people who work with families. The GIRFEC approach is based on values and principles which support children's and parents' rights. It was developed by people who work with children and young people and reflects feedback from families.

**Trinity High School keeps the GIRFEC approach central to assessing and supporting the wellbeing of all children and young people.<sup>3</sup>**



In a nurturing school staff know about the impact of early relationships and have an understanding that children come to school with different social skills and abilities to understand and regulate their emotions. Staff understand the need to differentiate and teach these skills as well as academic skills. They develop practices which embed the six Nurture Principles and which support wellbeing and resilience in children and

young people. Nurturing relationships remain crucial when a child comes to school and throughout their time in school and is a whole school approach. **Trinity High School is committed to encouraging and developing nurturing relationships and practices in everything we do and in every area of our school.<sup>4</sup>**

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## **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice, discrimination and intolerance which stand in the way of fulfilling the legal duties referred to previously:

- 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, homophobia and transphobia.

This policy aligns with our Anti-Bullying Policy 'Trinity CARES for All' which describes how incidents of bullying may be reported, identified and addressed. We keep a record of prejudice-related incidents electronically on SEEMIS 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.

## **Addressing Equity & Equal Opportunities:**

Further to our aim to address prejudice-related bullying, this policy also aims to promote equity for all young people within Trinity High School through outlining how we as a school can take steps to:

- Remove or minimise disadvantage suffered by people due to their protected characteristics;
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- Encourage people with certain protected characteristics to participate in wider school life or in other activities where their participation is disproportionately low.

In doing so, Trinity High School seeks to ensure that every child and young person has the same opportunities and an equal chance to succeed. As a school, we actively promote participation and representation of all young people, in all aspects of school life and encourage young people to influence the decisions which affect them through Pupil Voice discussions; HGIOURS focus groups and as part of the Rights Respecting Schools Steering Group, among others.

We make use of data to monitor and evaluate pupil participation and seek to make the reasonable adjustments necessary where interventions are required to overcome specific inequalities as part of our continuous cycle of School Improvement Planning. Some examples of the equality objectives we may seek to address are offered below:

- Organising Alternative Assessment Arrangements for young people with Additional Support Needs;
- Narrowing gaps in attainment between groups of pupils, for example girls and boys;
- Improving school attendance of pupils from particular groups;
- Increasing the participation of particular groups in school activities;
- Reducing prejudice-related bullying and the use of derogatory language;
- Improving knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity e.g. increasing understanding between pupils from different faith communities;
- Improving participation and engagement of different groups of parents and communities.

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Furthermore, financial hardship, and specific personal circumstances such as having a role as a Young Carer or being Care Experienced are characteristics which our school seeks to ensure reasonable adjustments are made where necessary, and appropriate supports are in place, to ensure we continue to advance equality of opportunity for all in keeping with our Public Sector Equality Duty as outlined within the Equality Act 2010.

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty-related attainment gap. This funding enables us to plan effectively to overcome barriers that young people may face and to increase opportunities for learning, skills development and social interaction.

Trinity High School recognises a Young Carer as a child or young person aged 18 and under, who is still at school, and who provides help or support to someone in their family because of either long term physical or mental ill health, disability, addiction or problems related to old age. All young people within Trinity High School are given the opportunity to learn about the role of Young Carers and are signposted to supports. Through a young person's creation of their Young Carer's Profile, staff are made aware of the reasonable adjustments that can be put in place to ensure they exercise their entitlements to have:

- The time to be a young person.
- The same opportunities as their friends.
- Good support for the person they help look after.
- Their rights acknowledged so that they can discuss their needs for support.

Trinity High School is committed to its role within the wider scaffolding of care as a universal service for Care Experienced children and young people, and as such we endeavour to ensure our approaches are inclusive and reduce stigma. In particular, in keeping with **The Promise Scotland**, we strive to:

- know and cherish our care experienced children;
- ensure the use of non-stigmatising language within our school and within written policies as recommended within Renfrewshire's Language Policy;
- recognise the needs of our care experienced learners explicitly within our School Improvement Plans;
- ensure early support is provided where identified through robust tracking of attendance and attainment;
- promote participation in all subjects and extra-curricular activities;
- take steps to end formal and informal exclusion of care experienced children and young people;
- support care experienced young people to go on to genuinely positive destinations.

### **Roles and responsibilities**

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.

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

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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.

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

**Pupil Support Staff** are expected to have a preventative role in:

- delivering awareness-raising sessions as part of Assemblies/Seminars
- getting to know the pupils within their caseload and supporting early intervention where support is necessary
- planning, delivering and evaluating a PSE curriculum which ensures young people understand their rights

**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 listed previously
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

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

**All adults within the school community as Duty Bearers under the UNCRC have the responsibility of protecting, respecting and fulfilling the rights of children and young people.**<sup>5</sup>

### **Information and resources**

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.

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

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### **Staff development and training**

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. We make use of the 'Good Practice Record' (Appendix 2) and 'Good Practice Guidance' (Appendix 3) to gather views and to self-evaluate staff knowledge, skills and professional development needs.

### **Breaches of the policy**

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**

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

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.

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.

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

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.

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.

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

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## **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.*

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**APPENDIX 2: Good Practice Record**

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

**Please describe any steps which you have taken this term to deter incidents relating to a protected characteristic from occurring in the school?**

**Are there any issues relating to dealing with such incidents and or discrimination, harassment or equalities on which you would like further advice, information, or training?**

Staff member:

Date:

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**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 ensure young people 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.	

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## **References and Useful Links**

The following resources have been used in drafting this policy.

- **Education Scotland’s Equality & Equity Toolkit**  
<https://education.gov.scot/resources/equality-and-equity-toolkit/>
- **Renfrewshire Council Anti-Bullying Policy 2018**  
[https://www.renfrewshire.gov.uk/media/2043/Anti-Bullying-Policy/pdf/Anti\\_Bullying\\_Policy2.pdf?m=1535032176043#:~:text=2.3%20Children%20and%20young%20people,concerns%20about%20themselves%20or%20others](https://www.renfrewshire.gov.uk/media/2043/Anti-Bullying-Policy/pdf/Anti_Bullying_Policy2.pdf?m=1535032176043#:~:text=2.3%20Children%20and%20young%20people,concerns%20about%20themselves%20or%20others)
- **Scottish Catholic Education Service – whole school documents**  
<https://sces.org.uk/download/adaptable-equality-policy-for-schools/>
- **Respect Me Website**  
<https://respectme.org.uk/>
- **Respect for All: The National Approach to Anti-bullying for Scotland’s Children & Young People**  
<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/documents/>
- **Scottish Government’s Getting it Right For Every Child Policy**  
<https://www.gov.scot/policies/girfec/>
- **Equality Act 2010**  
<https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Equality%20Act%20provisions%20which%20came,work%2C%20education%2C%20associations%20and%20transport>
- **UINICEF’s The UN Convention on the Rights of the Child (Summary)**  
[https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC\\_summary-1\\_1.pdf](https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf)
- **The Promise Scotland**  
<https://thepromise.scot/>

The following links may be helpful for young people, parents/carers and staff.

- **I Am Me, Scotland**  
<https://iammescotland.co.uk/>
- **Time For Inclusive Education**  
[www.tie.scot](http://www.tie.scot)
- **Childline**  
<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

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- **SAMH (Scotland's Mental Health Charity)**  
[www.samh.org.uk](http://www.samh.org.uk)
- **Zero Tolerance (Organisation raising awareness of male violence against women/children)**  
[www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)
- **Enquire (Scottish advice centre for pupils with additional support needs)**  
[www.enquire.org.uk](http://www.enquire.org.uk)
- **Enable (Charity campaigning for adults and children with learning disabilities)**  
[www.enable.org.uk](http://www.enable.org.uk)
- **Show Racism the Red Card**  
[www.theredcardscotland.org](http://www.theredcardscotland.org)
- **Young Carers Package (Young Scot)**  
<https://young.scot/get-informed/young-carers-package/>
- **Who Cares? Scotland**  
<https://www.whocarescotland.org/>
- **Keep Safe Scotland App.**  
For iPhone: <https://apps.apple.com/gb/app/keep-safe-scotland/id1036859060>  
For Android:  
[https://play.google.com/store/apps/details?id=uk.co.isai.iamme.droid.iamme&hl=en\\_GB&gl=US&pli=1](https://play.google.com/store/apps/details?id=uk.co.isai.iamme.droid.iamme&hl=en_GB&gl=US&pli=1)

**The importance of nurturing positive relationships for the development of wellbeing for ALL in our school community is at the heart of our policy.**

<sup>1</sup>[Link to Trinity CARES For All Anti-bullying Policy](#)

<sup>2</sup>[Link to RRSa Action Plan](#)

<sup>3</sup>[Link to My World Triangle/SHANARRI Wellbeing Web](#)

<sup>4</sup>[Link to RNRA Action Plan](#)

<sup>5</sup> [Link to Trinity Rights Charter](#)