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# Knightswood Secondary School



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Equality Policy

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| Lead | Maura McNeil |
| Review Cycle: | Annual |
| Review Date: | November 2022 |

## Introduction

 **Equality Policy**

This policy sets out Knightswood Secondary School’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 that set out how the school will aim to remove barriers to learning for children and young people as individuals or groups.

## The School Context

Knightswood Secondary School is a secondary school located in Knightswood in the west-end of Glasgow, Scotland. The school is one of the city's largest secondaries with a roll of approximately 1240 pupils.

*(see Appendix 1).*

## Aims and Values

The school is committed to providing 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

Our Vision is:

* Learning Together
* Working Together
* Succeeding Together

 Our Values are:

* Respect
* Honesty
* Happiness
* Friendship
* Empowerment

The school has a School Charter which supports all stakeholders to create a nurturing, supportive and consistent ethos which is conducive to effective learning and teaching.

* Be Kind
* Give Our Best
* Be Honest
* Respect Others
* Be Responsible
* Include Everyone



## The school’s overall approach to promoting Equality

The school’s Equality Policy provides a framework to pursue its equality duties to have due regard to:

* 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*.*

*\*(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
	+ 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
	+ increase life opportunities for all
	+ ensure that learning, teaching and the curriculum explore and address issues of equality and social justice

The school, in consulting with all our young people, decided to ensure that the following Days are embedded across the whole curriculum:

* International Women’s Day
* The Elimination of Violence Against Women
* Black History Month
* Holocaust Memorial Day

The School has an LGBT+ Group that meets every lunchtime and an Anti-Racist Club that meets once a week.

## 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 and receive training and support in carrying these out
	+ the school takes appropriate action in cases of harassment and discrimination and follows full procedures in line with SEEMIS

**All school staff are responsible for:**

* + promoting equality and a collaborative ethos in the classroom/playroom
	+ modelling good practice
	+ dealing with discriminatory incidents following recording and reporting pro
	+ 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
	+ sharing concerns or issues with a member of staff
	+ keeping equality and diversity issues across the School which will recognise good practice and enable review and development/ improvement as required

This may include:

* the anti-bullying policy and specifically racist and homophobic bullying
* developing school/class rules which challenge discriminatory behaviour

**Parents/Carers are responsible for:**

* + supporting the school’s equality ethos
	+ sharing concerns or issues with senior staff

**Visitors and contractors are responsible for:**

* + following our expectations regarding equality

**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
	+ 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 and reviewed by staff to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community
	+ Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making
	+ The Head Teacher will monitor specific outcomes.
	+ Progress in meeting equality targets 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.

## Concerns or complaints

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the school’s Complaints Policy.

***Equality Policy***

### Appendix 1

**School Context (as at insert date)**

|  |  |  |
| --- | --- | --- |
| **Details** |  **(insert date here)** |  |
|  | **Number** | **%** |
| **Staff** (teaching and support staff) | 187 |  |
| **Sex** |  |  |
| Male | 58 |  |
| Female | 129 |  |
| **Ethnicity/Race** |  |  |
| White British/Scottish | 132 |  |
| Other/BME/BAME | 55 |  |
| **Disabled** |  |  |
|  |  |  |
| **Children and Young People** |  |  |
| **Sex** |  |  |
| Male | 865 |  |
| Female | 805 |  |
| **Ethnicity/Race** |  |  |
| White British/Scottish | 1062 |  |
| Other/BME/BAME | 608 |  |
| **Additional Support Needs** |  |  |
| EAL | 309 |  |
| **Disability** |  |  |
| **Religion or belief** |  |  |
| **\*Check seemis options\*** |  |  |
| **Looked after/Care Experienced** | 80 |  |
| **SIMD 1&2 / FME?** | 770 |  |

Numbers within the category of ‘other protected characteristics’ not listed above are considered too small to be recorded and therefore not presented.