



Grove Academy Equality & Diversity Policy

Introduction

This Policy reflects the requirements of the 2010 Equality Act which brings together all previous legislation covering the '9 Protected Characteristics: age, race, disability, religion or belief, sex, sexual orientation and gender reassignment¹, pregnancy and maternity and marriage/civil partnership. In summary, our duty as a public-sector organisation requires us to eliminate prejudice, discrimination, and victimisation; to advance equality of opportunity and to foster positive relations between all members of our community.

At Grove Academy, our core vision and values aim to improve outcomes for all our young people and to celebrate success in whichever walk of life our young people embark upon. Our purpose is to ensure that our young people achieve their potential, irrespective of age, gender, race, beliefs, disability or sexual orientation and/or gender identity, and that we recognise and acknowledge their talents and strengths.

We have a strong tradition of promoting inclusion and reducing barriers to learning. We serve a diverse school population and endeavour to promote wellbeing amongst our staff, pupils, parents and the wider school community. We are committed to Getting It Right for Every Child (GIRFEC) and supporting our school community to feel safe, healthy, achieving, nurtured, active, respected, responsible and included, in accordance with 20 Articles 28 and 29 of the UNCRC. We believe that building resilience amongst our young people is a key ingredient in developing Scotland's Young Workforce through commitment to skills for learning, life and work.

Our School Improvement Plan ([link](#)) reflects what we are aiming for as a school. This plan has been put together following wide consultation with our pupils, parents/carers and staff in school and will form the key focus of how we improve as a school over the next 1 year – it is a plan for our journey towards excellence.

We place a strong value on high quality teaching and learning in the classroom and set high expectations in relation to attendance, behaviour and effort in all that we do. We aim to do this in a culture and ethos of mutual respect and shared values.

This policy sets out Grove Academy's position about equality and diversity and is based around the following DCC Education Department & Scottish Government policies and guidelines:

- Anti-Bullying Guidelines for DCC school 2013
- Single Equality Scheme 2009-2012
- UNCRC (Appendix 1)
- Equalities Act 2010
- GIRFEC
- HNiOS / HGIOS

All policies can be viewed at: www.dundee.gov.uk

¹ This related to all gender and non-binary identities.



Proactive Approaches to Equality

- ✓ It is the responsibility of all to ensure an ethos of respect is established within classrooms and throughout the school, by the promotion and modelling of our core school values.
- ✓ All staff are kept up to date via whole school meetings and annual in-service.
- ✓ Staff & pupils are encouraged to challenge all forms of discrimination (Appendix 4)
- ✓ The promotion of equality & diversity is considered in all policy making.
- ✓ The promotion of equality & diversity is made explicit through assemblies, PSE and throughout the formal and informal curriculum.
- ✓ Staff and pupil training is offered via courses on CPD online and from external agencies.
- ✓ Pupils are sign-posted to where they can seek help and support if they experience or witness prejudice/discrimination/bullying.
- ✓ All members of staff are supported to develop confidence in dealing with prejudice based bullying.

Promotion of Equality & Fairness in the Curriculum

- ✓ A variety of learning & teaching approaches are used in a range of subjects in the formal curriculum as opportunities to promote equality for example:
 - Topic based syllabi in many subjects
 - Varied assessment techniques (AifL etc.)
 - LTiD Strategies
 - Co-operative Learning
 - Flexible Learning Pathways
- ✓ There are high expectations for all pupils and staff.
- ✓ Extra-curricular activities and events cater for the interests and abilities of all pupils and take account of the needs and wishes of pupils.
- ✓ A focus on skills for learning, life and work prepare pupils for positive assessment outcomes and onward destinations.



Promotion of Equality & Fairness in policies on behaviour, discipline and exclusion

- ✓ All pupils, staff, parents and carers are made aware of the school behaviour policy.
- ✓ The Grove Academy Behaviour Policy is available online.
- ✓ The behaviour policy is fair and consistent.
- ✓ Rewards and sanctions are used appropriately and proportionately in line with the behaviour policy.
- ✓ Exclusion data is analysed to identify any patterns or trends and make improvements if necessary.
- ✓ Strategies for the integration of long-term school refusers and excluded pupils are supportive to all pupils.
- ✓ Attendance is monitored regularly.
- ✓ Strategies to support pupils displaying challenging behaviour are supportive to all pupils and child centred.
- ✓ Individualised behavioural support is offered where necessary.
- ✓ Bereavement support is in place to support pupils who have suffered a loss.

Promotion of Equality & Fairness in dealing with parents/carers and the wider school community

- ✓ Positive home-school relations are developed and maintained with parents and carers.
- ✓ Steps are taken to encourage all parents and carers to take part in the life of the school. Grove Academy has an active parent council and PTA.
- ✓ Information and material for parents and carers is clear and understandable. Special formats and translated documents are available if necessary.
- ✓ Grove Academy works closely with a variety of partners from within Education and NHS as well as external agencies e.g. LGBT Youth Scotland / The Corner to offer support to pupils and their families.
- ✓ TATC meetings, where necessary, involve pupils, parents/carers and partners.



Dealing with Incidents

- ✓ All types of bullying will be recorded using the SEEMIS Bullying Incident Reporting form
- ✓ Guidance Teacher / DHTs will monitor and review bullying incidents and close these when bullying has stopped.
- ✓ Staff follow the Bullying Incident Flowchart to determine next steps. (Appendix 5)



APPENDIX 1: References – Acts and Policies

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Single Equality Scheme 2009 – 2012:

- Race Relations Act 1976
- Disability Discrimination Act 1995
- Sex Discrimination Act 1975

Education (Additional Support for Learning) (Scotland) Act 2009

Detailed information on all of the above is available from the Equality and Human Rights website:

<http://www.equalityhumanrights.com>

Documents available on this website include:

1. Schools, education and the Disability Equality Duty - A guide to the Disability Equality Duty for education authorities and grant-aided schools in Scotland
2. The gender equality duty: Scottish guidance for the pre-16 education sector
3. The race equality duty: a guide for education authorities and schools in Scotland
4. The race equality duty: performance guidelines for schools in Scotland
5. Schools education and the disability equality duty in Scotland



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Further guidance can also be found here:

<http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-education-providers-schools/>

The Equality Act 2010 can be found here:

http://www.opsi.gov.uk/acts/acts2010/pdf/ukpga_20100015_en.pdf

The Dundee Single Equalities Scheme can be found here:

http://www.dundee.gov.uk/dundee/uploaded_publications/publication_1481.doc

Dundee City Council is also developing E-learning Equality Awareness Training which will be available online here:

<http://onedundee.dundee.gov.uk/training>

Supporting Transgender Young People in Education Guidance Document

https://www.lgbtyouth.org.uk/files/documents/Supporting_Transgender_Young_People_-_Digital_version.pdf



APPENDIX 2: Vision and Values

VISION

- VALUE learning and aim to be the best we can.
- BUILD positive relationships so everyone feels included, valued and safe.
- DEVELOP confidence, leadership, commitment and a sense of strong values.
- REACH out to the wider world and make a difference to others.

VALUES

- Honesty
- Respect
- Responsibility
- Fairness
- Determination



APPENDIX 3: Prejudiced-based discrimination

PREJUDICE-BASED BULLYING – RespectMe

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference.

Difference, or perceived difference, can be a catalyst for children and young people being bullied.

Asylum Seekers and Refugees

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image

Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

Biphobic bullying

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase or doesn't really exist.

Transphobic bullying

Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This



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can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Looked after children

Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender

Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. This should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we



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recommend against using the terminology of 'sexual bullying' as a descriptor in policies or in practice. **

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc. can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009.

****We take very seriously all instances of bullying and deal with these firmly. We do not tolerate any name calling and this is also particularly true where language is used to shame a pupil, suggest that a girl is sexually promiscuous or animal-like e.g. 'slut', 'slag', 'whore', 'bitch', 'cow' etc.**

Or, where it is used to suggest that a male pupil is less than masculine e.g. 'wimp', 'pussy' 'gay' etc.

All of these terms, and others like them, are considered *sexist* bullying and will be dealt with through the usual bullying procedures**



Appendix 4: SUMMARY OF EQUALITY AND DIVERSITY LEGISLATION (WITH SPECIFIC REFERENCE TO EDUCATION)

DISCRIMINATION

In law, the different categories of discrimination include:

Direct discrimination: where a person is treated less favourably than others in comparable circumstances because of a special characteristic such as gender, race or a disability.

Indirect Discrimination: where a provision, criterion or practice is applied equally to all but places members of one or more protected equality groups, at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (e.g. a physical strength test for a job necessitating heavy lifting would discriminate against some women if applied in relation to teaching.)

Discrimination arising from disability: e.g. if a disabled pupil was treated unfavourably because of something connected with their disability. (e.g. denied a school trip)

Reasonable adjustment duty: we are required to take reasonable steps to avoid substantial disadvantage where a provision, criterion or practice puts disabled pupils at a substantial disadvantage.

Harassment: unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant protected characteristics such as gender, sexual orientation or race. Harassment is also unlawful in many of the situations covered by discrimination law.

Victimisation: treating a person less favourably because they have taken action in respect of discrimination, e.g. by bringing a complaint or giving evidence for a colleague.

Providing Education and Access

We may not discriminate against, or victimise a pupil:

- In the way we provide education to the pupil
- In the way we afford access to a benefit, facility or service
- By not providing education for the pupil
- By not affording the pupil access to a benefit, facility or service
- By subjecting the pupil to any other detriment

Note: *School curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief.*

We have a duty to make such reasonable adjustments as are necessary to prevent disabled pupils being at a substantial disadvantage in comparison with people who are not disabled, **even if it means treating them more favourably**. (e.g. leaving class early to get to the front of the lunch queue; having the use of a scribe in exams etc.)

We must not:



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- discriminate on grounds of sexual orientation in terms of employment of staff or against pupils or potential pupils on the grounds of their sexual orientation or that of their parents, carers or other associates.
- discriminate on grounds of age in terms of employment of staff. However, age discrimination legislation does not apply to the treatment of pupils or the delivery of education.
- treat a pupil less favourably because of a protected characteristic (*such as not allowing them to participate in a particular activity which other pupils are allowed to participate: e.g. not allowing an epileptic child to swim because of their ability*) this is likely to be direct discrimination and is always unlawful. This includes extra-curricular activities.

Exclusion

We are not allowed to exclude a pupil from school on grounds of their disability. Exclusion for behaviour which arises as a consequence of their disability is likely to result in unlawful disability discrimination unless the exclusion was a proportionate means of achieving a legitimate aim. In addition, we have a duty to disabled pupils to make reasonable adjustments to our procedures if needed.