

Trinity High School



Equality Position Statement

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1. Background

Trinity High School is a co-educational Roman Catholic Secondary School, serving the communities of Rutherglen , Cambuslang and Carmyle.

The school currently has a roll of 1011, 516 boys and 495 girls, with a small number of students from ethnic backgrounds and one student in the school community is registered as disabled.

Our staffing compliment consists of 71(fte) teachers and 23 support staff with a gender balance, no staff from ethnic backgrounds and no disabled staff.

The school is located in the Eastfield area of Rutherglen and has been recently rebuilt and thus complying with the most recent legislation relating to disability. All parts of the school are accessible regardless of disability.

2. Aims and Values

The aims and values of Trinity High School are summarised in the School Mission Statement which highlights our commitment to ensuring that in both spirit and law we adhere to the most recent equality legislation (see Appendix 1 Recent Legislation)).

In addition we strive to ensure that all students are equipped to play a full part in society. Through the formal and informal curriculum we aim to ensure all pupils become confident individuals, successful learners, effective contributors and responsible citizens who are prepared to promote equality. (Appendix 2 Protected Characteristics).

3. Leadership and Management

As a management team we are committed to

- Actively tracking discrimination and harassment (no matter what form it takes)
- Promoting equality of opportunity
- Eliminating stereotypes
- Challenging prejudice
- Encouraging, supporting and assisting all students and staff to reach their full potential.
- Working with parents/carers and the wider community to tackle prejudice, discrimination and harassment and to follow and promote good practice
- Making sure that the equality statement, and it's procedures are followed.

4. Responsibilities

Head Teacher – has overall responsibilities for promotion of equality and tackling prejudice and discrimination.

DHT (Equality Co-Ordination) J. Vincent has responsibility along with Head Teacher for developing and implementing the Equality Plan, DHT is responsible for returns and reviewing the position statement.

DHT (Staff Development) J. Vincent has responsibility for provision of CPD as and when required.

DHT (Pupil Support) M Clyde has support along with P.T. Support for Learning and Extended Pupil Support Team for implementing specific education learning plans.

All staff have a duty to be aware of local and national guidelines and actively promotes equality.

5. Policies and Procedures

Equality is an integral part of the everyday life of the school.

As a result: -

- Behaviour, discipline and exclusion should be monitored and evidence of discrimination tackled, logged where appropriate , and SLC procedures followed.
- All staff must be aware of Authority Equality Procedures.
- When contacting parents/carers staff should be aware of
 - a) A pupils' impairment and
 - b) The ethnic background of pupils and where appropriate use the Authority Interpreters or "Language Line"
- Staff should be very vigilant when using resources to avoid materials which are discriminatory and whenever possible should make use of positive images and counter stereotypes.
- Principal Teachers as a matter of routine should check resources used in their department.
- Pupil Support Staff should be aware of impairment and disability, cultural and religious traditions e. g. dietary requirements and ensure staff are made aware of disability and background. (The Authority issues a booklet entitled "Staff Guidelines for Cultural and Religious Traditions)
- All activities should be gender balanced whenever possible
- Opportunities offered to all students should be open to all students and monitored.
- Staff development opportunities are open to all staff and all staff are encouraged to take up CPD. CPD and PRD records are retained and monitored.
- Support for Learning Staff may be asked to assess students who have an impairment and or disability or assess the linguistics ability of students whose second language is English

6. Planning and Development

- Data checks to be carried out on an annual basis (Race/disability)
- Tri annual review of Equality Position Paper to take place
- Three year Action Plan to be drawn up and Staff and Student review sought
- Pupil Voice to be integral part of Equality Working Group
- Results of monitoring exercises to be made available to Parent Council and Parent body in general through a variety of publications:- School Handbook, Newsletter, School Report and reports to Parent Council.

Appendix 1

Relevant Legislation

Race Relations Act. 1974

Race Relations Amendment Act 2000

Human Rights Act 1998

Disability Discrimination Act 1995 (Disability Equality Duty)

Additional Support for Learning (Scotland) Act 2009

Equal Pay Act 1970

Sex Discrimination Act 1975

Sex Discrimination (Gender Reassignment) Regulations 1999

Gender Recognition Act 2005

Human Rights act 2005

Equality Act 2010

(this now draws together the 7 protected characteristics)

Appendix 2

Protected Characteristics

- Race
- Disability
- Gender
- Gender reassignment
- Religious belief
- Maternity and Pregnancy
- Age