

Statement of Intent

Preamble

The Governing Council and Principal of George Watson's College are committed to creating and sustaining an environment at the School which welcomes, includes, supports and celebrates pupils and their families, staff and visitors from all backgrounds and an approach which engages with local, national and international partners in a spirit of mutual respect, understanding and solidarity.

We are particularly aware of our responsibilities as a UNICEF Rights Respecting School to respect and uphold the rights of children as set out in the *United Nations Convention on the Rights of the Child*.

School Values

The four values of George Watson's College help us to understand what this commitment should mean in practice:

Aim High: Everyone should be encouraged and supported to achieve the very best of which they are capable. This means having a positive and proactive attitude to overcoming disadvantage and disability.

Be Kind: Support is unconditional and is available to all.

Join In: We help and encourage everyone to play a full part in our community and we reach out and engage with others to help make communities beyond the school fairer and more inclusive.

Respect All: Everyone has the right to be respected as an individual whoever they are. These four values are the way in which we live out the ancient motto of the School: *Ex Corde Caritas* - Love From the Heart

And its contemporary rendering : *Challenge Yourself; Care for Others*

How We Keep Our Commitment

Policy: We have a full range of policies which cover every area of school life and operation and which set out clearly how the School aims to implement and sustain good practice in pursuit of our commitment.

Practice: We expect all staff to model good practice in all areas of their professional and technical work and to encourage and enable pupils to do likewise. To enable this to happen we have a commitment to support professional development and training for all staff.

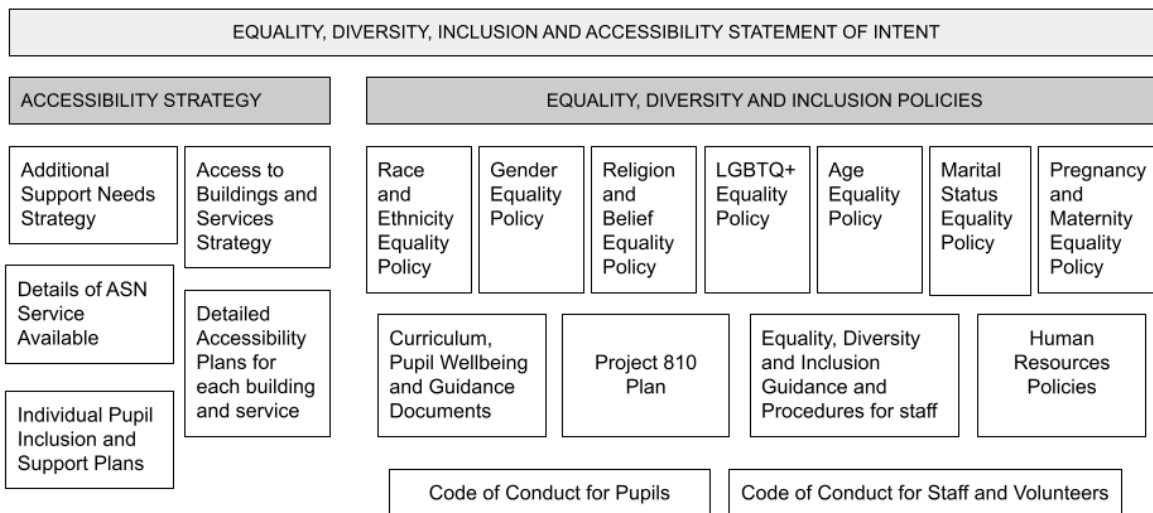
Professional Development and Training: In order that the nature of good practice is understood by all and can be kept fresh and relevant, staff members are expected to participate in appropriate

training on subjects relating to equality, diversity, inclusion and accessibility.

Review, Reflection and Updating: All our policies and practices relating to equality, diversity, inclusion and accessibility are subject to regular review in the light of changes to legislation and guidance and the experience of members of our community. Updating of policy and practice is undertaken in consultation with staff, pupils and other stakeholders as appropriate and is adopted after discussion at the appropriate committee of the Governing Council.

Policy Framework

The Policy Framework for equality, diversity, inclusion and accessibility is as follows:



EQUALITY, DIVERSITY AND INCLUSION POLICY

Introduction

This Policy and the school's *Accessibility Strategy* comprise the headline policies which together deliver the commitment to equality, diversity and inclusion set out in the school's *Equality, Diversity, Inclusion and Accessibility Statement of Intent*.

Beneath these policies there are a range of detailed policies and guidance on various aspects of practice as it relates to pupils, staff and the wider community.

The suite of policies is all intended to ensure that the school can meet its duties under the *Equality Act 2010* to promote equality and eliminate discrimination against people with protected characteristics.

The Principal is the owner and reviewer of this policy. This policy will be reviewed no less than every three years and will be approved by the Governing Council. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

RACE AND ETHNICITY EQUALITY POLICY

Preamble

Discrimination against people on the basis of their race or ethnic origin is unlawful and contrary to the values and ethos of George Watson's College. Victimisation or bullying of people on the basis of their race or ethnic origin may constitute a crime.

George Watson's College ("the school") recognises that it has a duty to positively promote racial equality and combat racism in all its forms, both overt and covert, intentional and unintentional. This includes taking the opportunity to identify and address ways in which structures of knowledge and authority of which the school is part themselves perpetuate racist assumptions about society, knowledge and learning.

Positive Measures

For Pupils

Pupils are encouraged to respect one another as individuals and all staff promote an appreciation of racial and ethnic equality, diversity and inclusion.

All opportunities in the school are available to all pupils irrespective of race and ethnicity. Where necessary or required, reasonable adjustments are made to facilitate inclusion.

The *Admissions Policy* is clear in its principles and operation that opportunities at the school are available to all on an equal basis and that there is no unlawful discrimination in the application process.

The school curriculum is equally accessible to all pupils irrespective of race or ethnicity, provides opportunities to understand the historic roots of racism and the nature of racism in contemporary society and includes the study of material from a wide range of cultural, ethnic and racial origins. It avoids stereotyping and where possible and appropriate includes reflection on how knowledge itself may amplify and transmit racist assumptions and attitudes.

Positive examples of the achievements of pupils from all backgrounds are used throughout the School.

The *school's Code of Conduct for Pupils*, including uniform regulations, are equally applicable to all pupils and are sensitive to matters of cultural or racial identity.

School communications, marketing and publicity reflect the range of visible and non-visible racial and ethnic groups amongst the pupils of the School and celebrate the achievements of all equally.

There are opportunities for pupils of minority racial and ethnic backgrounds to raise issues and contribute perspectives through pupil voice initiatives which may be different to those raised by the majority population or may have a particular impact or significance to them.

All arrangements to support the health and wellbeing of pupils are informed by a strong understanding of cultural diversity and racism and the particular challenges that can be faced by some pupils of colour.

For Staff and Volunteers

All posts at the School are advertised openly as required by the school's *Recruitment Policy* and are available equally to applicants from all racial and ethnic backgrounds as required by law.

As members of racial and ethnic minorities are underrepresented amongst the staff of George Watson's College, the advertisement of posts outwith the school will specifically seek to attract appropriately qualified candidates from those minorities.

The school *Code of Conduct for Staff and Volunteers* is equally applicable to all staff and volunteers.

In recruiting volunteers for roles in the school, specific consideration will be given for how volunteers from a wide range of backgrounds can be recruited.

School communications, marketing and publicity reflect the range of visible and non-visible racial and ethnic groups amongst the staff of the school and celebrate the achievements of all equally.

Training to avoid and prevent racist and discriminatory behaviour is part of the mandatory training for all staff.

There are opportunities for staff of minority racial and ethnic backgrounds to raise issues and contribute perspectives which may be different to those raised by the majority population or may have a particular impact or significance to them. The ICE Committee will consider from time to time whether HR policies may have a prejudicial impact in respect of race or ethnicity.

The Human Resources support at the school is informed by a strong understanding of cultural diversity and racism and the particular challenges that can be faced by some people of colour.

General Positive Measures

The school will maintain strong partnership relationships with organisations which can provide advice, guidance and support on matters of racial and ethnic diversity and combating racism and discrimination.

The school collects data on the race/ethnic origin, nationality and religion of pupils and staff for monitoring purposes only. The data gathered on these headings and the analysis of significant trends or other findings of the monitoring is reported regularly to the Governing Council.

Reactive Measures

For Pupils

Pupils throughout the school are made aware of the unacceptability of racist and discriminatory attitudes, behaviour and language and their disciplinary consequences.

In determining sanctions for a breach of the *Pupils Code of Conduct*, a racist or otherwise discriminatory intent or impact may be considered an aggravating factor.

Racist incidents are recorded as such on the school's MIS system.

The number (if any) of any racist incidents during the previous reporting period is reported to each meeting of the Education and Pupil Wellbeing Committee with appropriate contextual comparisons.

For Staff

Staff are made aware of the unacceptability of racist and discriminatory attitudes, behaviour and language and their disciplinary consequences. These may include the removal of registration by the GTCS in the case of a teacher, or by other regulatory bodies in the case of staff in other regulated professions.

In determining sanctions for a breach of the *Code of Conduct (Staff)*, a racist or otherwise discriminatory intent or impact may be considered an aggravating factor.

Monitoring and Review

This policy will be reviewed as necessary and no later than every three years. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

Related Policies and Operational Guidance

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Code of Conduct Pupils
- Code of Conduct Staff and Volunteers
- Recruitment of Staff Policy

GENDER EQUALITY POLICY

Preamble

George Watson's College ("the school") was established in its present form as an entirely co-educational school and the School is committed to ensuring that opportunities are available to all pupils irrespective of their gender. Discrimination against people on the basis of their gender is unlawful and contrary to the values and ethos of the school.

The school recognises that it has a duty to positively promote gender equality and to combat gender discrimination in all its forms, both overt and covert, intentional and unintentional. This includes taking the opportunity to identify and address ways in which structures of knowledge and authority of which the school is part themselves perpetuate gender based assumptions about society, knowledge and learning.

Positive Measures

For Pupils

Pupils are encouraged to respect one another as individuals and all staff promote an appreciation of gender equality, diversity and inclusion.

All opportunities in the school are available to all pupils irrespective of gender. Where necessary or required, reasonable adjustments are made to facilitate inclusion. Imagery or language which imply that an opportunity is available only to pupils of one gender are avoided.

The *Admissions Policy* is clear in its principles and operation that opportunities at the school are available to all on an equal basis and that there is no unlawful discrimination in the application process.

The school curriculum is equally accessible to all pupils irrespective of gender, provides opportunities to understand the historic roots of sexism and the nature of sexism in contemporary society. It avoids stereotyping and where possible and appropriate includes reflection on how knowledge itself may amplify and transmit sexist assumptions and attitudes.

Positive examples of the achievements of a wide range of pupils are used throughout the school, with appropriate balance being maintained between those who are identified as male and female and those who do not choose to identify in that way.

The school *Code of Conduct for Pupils*, including uniform regulations, are equally applicable to all pupils and are sensitive to matters of gender and gender identity.

School communications, marketing and publicity reflect the gender balance amongst the pupils of the school and celebrate the achievements of all equally.

There are opportunities for pupils of any gender to raise issues and contribute perspectives through pupil voice initiatives which may be different to those raised by others or may have a particular impact or significance to them.

All arrangements to support the health and wellbeing of pupils are informed by a strong understanding of gender issues and sexism and the particular challenges that can be faced by some girls and young women.

For Staff and Volunteers

All posts at the school are advertised openly as required by the school's *Recruitment Policy* and are available equally to all applicants as required by law.

Where one gender is underrepresented amongst the staff of the particular department or level or section of staff, the advertisement of posts outwith the school will specifically seek to attract appropriately qualified candidates from the underrepresented gender as far as permitted by law.

The School *Code of Conduct for Staff and Volunteers* is equally applicable to all staff and volunteers.

In recruiting volunteers for roles in the school, specific consideration will be given for how a gender balance in volunteers can be established or maintained.

School communications, marketing and publicity reflect the gender balance amongst the staff of the school.

Training to avoid and prevent sexist and discriminatory behaviour is part of the mandatory training for all staff.

There are opportunities for staff of any gender to raise issues and contribute perspectives through pupil voice initiatives which may be different to those raised by others or may have a particular impact or significance to them. The ICE Committee will consider from time to time whether HR policies may have a prejudicial impact in respect of gender.

The Human Resources support at the school is informed by a strong understanding of gender issues and the particular challenges that can be faced by some women.

General Positive Measures

The school will maintain strong partnership relationships with organisations (such as UK Feminista) which can provide advice, guidance and support on matters of gender diversity and combating sexism and gender-based discrimination.

The school collects data on the gender of pupils and staff for monitoring purposes only. The data gathered on these headings and the analysis of significant trends or other findings of the monitoring is reported regularly to the Governing Council.

Reactive Measures

For Pupils

Pupils throughout the school are made aware of the unacceptability of sexist and discriminatory attitudes, behaviour and language and their disciplinary consequences.

In determining sanctions for a breach of the *Pupil Code of Conduct*, a sexist or otherwise discriminatory intent or impact may be considered an aggravating factor.

Sexist or gender-based incidents are recorded as such on the school's MIS system.

The number (if any) of any such incidents during the previous reporting period is reported to each meeting of the Education and Pupil Wellbeing Committee with appropriate contextual comparisons.

For Staff

Staff throughout the school are made aware of the unacceptability of sexist and discriminatory attitudes, behaviour and language and their disciplinary consequences. These may include the removal of registration by the GTCS in the case of a teacher, or by other regulatory bodies in the case of staff in other regulated professions.

In determining sanctions for a breach of the *Staff Code of Conduct*, a sexist or otherwise discriminatory intent or impact may be considered an aggravating factor.

Monitoring and Review

This policy will be reviewed as necessary and no later than every three years. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

Related Policies and Operational Guidance

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Code of Conduct Pupils
- Code of Conduct Staff and Volunteers
- Recruitment of Staff Policy

LGBTQ+ EQUALITY POLICY

Preamble

George Watson's College ("the school") is committed to ensuring that opportunities are available to all pupils irrespective of their sexual orientation, gender identity or transexual status.

Discrimination against people on the basis of their sexual orientation or transexual status is unlawful and contrary to the values and ethos of George Watson's College. Victimisation or bullying of people on the basis of their sexual orientation or transexual status may constitute a crime.

The school recognises that it has a duty to positively promote equality for LGBTQ+ people and to combat LGBTQ+ discrimination in all its forms, both overt and covert, intentional and unintentional.

Positive Measures

For Pupils

Pupils are encouraged to respect one another as individuals and all staff promote an appreciation of LGBTQ+ equality, diversity and inclusion.

All opportunities in the school are available to all pupils irrespective of LGBTQ+ status. Where necessary or required, reasonable adjustments are made to facilitate inclusion.

The *Admissions Policy* is clear in its principles and operation that opportunities at the school are available to all on an equal basis and that there is no unlawful discrimination in the application process.

The school curriculum is equally accessible to LGBTQ+ pupils and provides opportunities to understand the contribution of LGBTQ+ to science, the arts, culture and society, and the historic roots of homophobia and transphobia and the nature of homophobia and transphobia in contemporary society. It avoids stereotyping and where possible and appropriate includes reflection on how knowledge itself may amplify and transmit heteronormative and cis-normative assumptions and attitudes.

Positive examples of the achievements of a wide range of pupils are used throughout the school, with appropriate balance being maintained between those who are identified as LGBTQ+ and those who do not choose to identify in that way.

The school *Code of Conduct for Pupils*, including uniform regulations, are equally applicable to all pupils and are sensitive to matters of trans-status and gender identity.

There are opportunities for LGBTQ+ pupils to raise issues and contribute perspectives through pupil voice initiatives which may be different to those raised by others or may have a particular impact or significance to them.

All arrangements to support the health and wellbeing of pupils are informed by a strong understanding of homophobia and transphobia and the particular challenges that can be faced by some LGBTQ+ pupils.

The school recognises and supports the legal rights of children and young people to make choices about the way in which they present themselves and are referred to in school.

For Staff and Volunteers

All posts at the school are advertised openly as required by the School's recruitment policy and are available equally to all applicants as required by law.

The School *Code of Conduct for Staff and Volunteers* is equally applicable to all staff and volunteers.

School communications, marketing and publicity reflect the contribution of LGBTQ+ staff of the School.

Training to avoid and prevent homophobic and transphobic behaviour is part of the mandatory training for all staff.

There are opportunities for staff of any gender, sexual orientation or trans status to raise issues and contribute perspectives through pupil voice initiatives which may be different to those raised by others or may have a particular impact or significance to them. The ICE Committee will consider from time to time whether HR policies may have a prejudicial impact in respect on LGBTQ+ staff.

The Human Resources support at the school is informed by a strong understanding of LGBTQ+ issues and the particular challenges that can be faced by some LGBTQ+ people.

General Positive Measure

The school will maintain strong partnership relationships with organisations (such as LGBTQ+ Youth Scotland) which can provide advice, guidance and support on matters of gender diversity and combating homophobia and transphobia.

Reactive Measures

For Pupils

Pupils throughout the school are made aware of the unacceptability of homophobic and transphobic attitudes, behaviour and language and their disciplinary consequences.

In determining sanctions for a breach of the *Pupil Code of Conduct*, a homophobic, transphobic or otherwise discriminatory intent or impact may be considered an aggravating factor.

Homophobic and transphobic incidents are recorded as such on the school's MIS system.

The number (if any) of any such incidents during the previous reporting period is reported to each meeting of the Education and Pupil Wellbeing Committee with appropriate contextual comparisons.

For Staff

Staff throughout the school are made aware of the unacceptability of homophobic and transphobic and otherwise discriminatory attitudes, behaviour and language and their disciplinary consequences. These may include the removal of registration by the GTCS in the case of a teacher, or by other regulatory bodies in the case of staff in other regulated professions.

In determining sanctions for a breach of the *Staff Code of Conduct*, a homophobic and transphobic or otherwise discriminatory intent or impact may be considered an aggravating factor.

Monitoring and Review

This policy will be reviewed as necessary and no later than every three years. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

Related Policies and Operational Guidance

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Code of Conduct Pupils
- Code of Conduct Staff and Volunteers
- Recruitment of Staff Policy
- Supporting Transgender Pupils

RELIGION AND BELIEF EQUALITY POLICY

Preamble

George Watson's College ("the school") was established in the traditions of Reformed Presbyterian Christianity but has a long tradition of welcoming pupils and staff of many faiths and none as part of its community. We have a duty to support and nurture the spiritual and religious life of our pupils and staff, to encourage dialogue and understanding between those of different faiths and to celebrate the contribution of those of different faiths to the history of the school and to contemporary society.

Discrimination against people on the basis of their religion or belief is unlawful and contrary to the values and ethos of George Watson's College. Victimisation or bullying of people on the basis of their religion or belief may constitute a crime and the School has a responsibility under the Scottish Government's Prevent strategy to counter sectarianism and extremist faith-based ideologies.

Positive Measures

For Pupils

Pupils are encouraged to respect one another as individuals and all staff promote an appreciation of religious diversity and inclusion, recognising that some hold religious beliefs whilst others do not.

All opportunities in the school are available to all pupils irrespective of religion. Where necessary or required, reasonable adjustments are made to facilitate inclusion.

The *Admissions Policy* is clear in its principles and operation that opportunities at the school are available to all on an equal basis and that there is no unlawful discrimination in the application process. There is no religious component to the admissions criteria for the school.

The school curriculum provides opportunities to understand the nature of faith and religion but does not promote any faith or religion as superior to any other. Pupils are enabled to consider a variety of faith based and philosophical positions and to understand the historic impact of faith and religion and the nature of faith and religion in contemporary society. The curriculum includes the study of material from a wide range of cultural, religious and philosophical origins. It avoids stereotyping and where possible and appropriate includes reflection on how faith has influenced the way we think and organise learning.

Positive examples of the achievements of pupils from all faith backgrounds (and none) are used throughout the school.

The *School Code of Conduct for Pupils*, including uniform regulations, are equally applicable to all pupils and are sensitive to matters of religious identity.

School communications, marketing and publicity reflect the range of visible and non-visible faith groups amongst the pupils of the school and celebrate the achievements of all equally.

There are opportunities for pupils of faith backgrounds to raise issues and contribute perspectives through pupil voice initiatives which may be different to those raised by the majority population or may have a particular impact or significance to them.

All arrangements to support the health and wellbeing of pupils are informed by a strong understanding of faith issues and the particular challenges that can be faced by some pupils of faith.

For Staff and Volunteers

All posts at the school are advertised openly as required by the School's *Recruitment Policy* and are available equally to applicants from all faith backgrounds as required by law.

The School *Code of Conduct for Staff and Volunteers* is equally applicable to all staff and volunteers.

In recruiting volunteers for roles in the school, specific consideration will be given for how volunteers from a wide range of backgrounds, including faith backgrounds can be recruited. Where appropriate, the particular contribution of someone from a particular faith background may be sought, for example to contribute to a discussion or a class activity, but this will normally be balanced by the contributions of others.

School communications, marketing and publicity reflect the range of visible and non-visible faith groups amongst the staff of the school and celebrate the achievements of all equally.

Training to avoid and prevent faith-related discriminatory behaviour and to fulfil the School's Prevent responsibilities is part of the mandatory training for all staff.

There are opportunities for staff of faith backgrounds to raise issues and contribute perspectives which may be different to those raised by the majority population or may have a particular impact or significance to them. The ICE Committee will consider from time to time whether HR policies may have a prejudicial impact in respect of faith.

The Human Resources support at the school is informed by a strong understanding of faith issues and the particular challenges that can be faced by some people of faith.

General Positive Measures

The school will maintain strong partnership relationships with organisations (such as Inter-faith Scotland) which can provide advice, guidance and support on matters of faith and combating faith-based discrimination.

The school collects data on the religion of pupils and staff for monitoring purposes only. The data gathered on these headings and the analysis of significant trends or other findings of the monitoring is reported regularly to the Governing Council.

Reactive Measures

For Pupils

Pupils throughout the school are made aware of the unacceptability of discriminatory attitudes, behaviour and language and their disciplinary consequences.

In determining sanctions for a breach of the *Pupil Code of Conduct*, a faith-based discriminatory intent or impact may be considered an aggravating factor.

Incidents which have a faith-based component are recorded as such on the school's MIS system.

The number (if any) of any faith-based incidents during the previous reporting period is reported to each meeting of the Education and Pupil Wellbeing Committee with appropriate contextual comparisons.

For Staff

Staff are made aware of the unacceptability of discriminatory attitudes, behaviour and language and their disciplinary consequences. These may include the removal of registration by the GTCS in the case of a teacher, or by other regulatory bodies in the case of staff in other regulated professions.

In determining sanctions for a breach of the *Staff Code of Conduct*, a discriminatory intent or impact may be considered an aggravating factor.

Monitoring and Review

This policy will be reviewed as necessary and no later than every three years. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

Related Policies and Operational Guidance

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Code of Conduct Pupils
- Code of Conduct Staff and Volunteers
- Recruitment of Staff Policy
- GWC Religion and Belief Policy

AGE EQUALITY POLICY

Preamble

George Watson's College ("the school") is an all through school which provides places for pupils from the age of 4 to 18 and who work together in age appropriate settings. The school recognises and values the contribution of a wide-range of staff and volunteers, some of whom are still of school age whilst others are longstanding members of the community. All are valued for their contribution and not according to their age.

Nothing in this policy shall be read as preventing the school from making appropriate professional judgements in respect of appropriate provision for children of differing ages, according to their physical, social and intellectual maturity. This includes the general expectation that pupils should enter the school in their chronological year group and remain with that year group through the School. Lawful discrimination, for example in placing staff on pay scales according to length of service and recognising the long service of colleagues on objective measures is not prohibited by this policy.

Other discrimination against people on the basis of their age is unlawful and contrary to the values and ethos of the school. Victimisation or bullying of people on the basis of their age may constitute a crime.

Positive Measures

For Pupils

Pupils are encouraged to respect one another as individuals and not accord greater respect to others simply on the basis of their age. Older pupils are expected to provide role models of care and responsibility to younger pupils.

All opportunities in the school are available to pupils as appropriate to their physical, social and intellectual maturity. Where necessary or required, reasonable adjustments are made to facilitate inclusion of pupils where their needs may suggest that they should work alongside pupils of a different chronological age group.

The school exercises discretion to meet the particular needs of children and young people whose school career may differ from those of their peers within the admissions policy which assumes that most children will join the School in their chronological year group.

The school curriculum provides opportunities to understand the nature of age discrimination. It avoids stereotyping and where possible and appropriate includes examples of the positive contributions of older and younger people.

Positive examples of the achievements of pupils of all ages are used throughout the school.

The *School Code of Conduct for Pupils*, including uniform regulations, are appropriate to the physical, intellectual and social maturity of pupils and do not condone onerous or otherwise inappropriate impositions based on age.

School communications, marketing and publicity reflect the range of ages amongst the pupils of the School and celebrate the achievements of all equally.

There are opportunities for pupils of all ages to raise issues and contribute perspectives through pupil voice initiatives and, in particular, younger pupils have opportunities for their views to be heard and for their opinions to be taken fully into account.

All arrangements to support the health and wellbeing of pupils are informed by a strong understanding of the needs of pupils of all ages and support is available to them according to need, not age.

For Staff and Volunteers

All posts at the school are advertised openly as required by the School's *Recruitment Policy* and are available equally to applicants irrespective of age, as required by law.

The School *Code of Conduct for Staff and Volunteers* is equally applicable to all staff and volunteers.

In recruiting volunteers for roles in the school, specific consideration will be given for how volunteers from a wide range of backgrounds, including a range of ages can be recruited.

School communications, marketing and publicity reflect the full age profile of the staff of the school and celebrate the achievements of all equally.

Training to avoid and prevent age-related discriminatory behaviour is part of the mandatory training for all staff.

There are opportunities for staff of all age groups to raise issues and contribute perspectives. The ICE Committee will consider from time to time whether HR policies may have a prejudicial impact in respect of age.

The Human Resources support at the school is informed by a strong understanding of age-based issues.

The school does not operate any explicit or implicit policy concerning the age of retirement of staff.

General Positive Measures

The school will maintain strong partnership relationships with organisations which can provide advice, guidance and support on combating age-based discrimination.

The school collects data on the dates of birth of pupils and staff for monitoring and other lawful purposes only. The data gathered on these headings and the analysis of significant trends or other findings of the monitoring is reported regularly to the Governing Council.

Reactive Measures

For Pupils

Pupils throughout the school are made aware of the unacceptability of discriminatory attitudes, behaviour and language relating to age and their disciplinary consequences.

In determining sanctions for a breach of the *Pupil Code of Conduct*, an age-based discriminatory intent or impact may be considered an aggravating factor.

Incidents which have a negative age-related component are recorded as such on the school's MIS system.

The number (if any) of any age-based incidents during the previous reporting period is reported to each meeting of the Education and Pupil Wellbeing Committee with appropriate contextual comparisons.

For Staff

Staff are made aware of the unacceptability of discriminatory attitudes, behaviour and language and their disciplinary consequences. These may include the removal of registration by the GTCS in the case of a teacher, or by other regulatory bodies in the case of staff in other regulated professions.

In determining sanctions for a breach of the *Staff Code of Conduct*, a discriminatory intent or impact may be considered an aggravating factor.

Monitoring and Review

This policy will be reviewed as necessary and no later than every three years. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

Related Policies and Operational Guidance

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Code of Conduct Pupils
- Code of Conduct Staff and Volunteers
- Recruitment of Staff Policy

MATERNITY AND PREGNANCY POLICY

Preamble

George Watson's College ("the school") is committed to ensuring that no member of staff or pupil is subject to discrimination because of pregnancy and maternity.

We understand that it is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks, or is breastfeeding a child of any age. Discrimination relating to breastfeeding a child up to 26 weeks old would be on the grounds of pregnancy and maternity under the *Equality Act 2010*; after this age, it could be classed as sex discrimination under the Act.

Positive Measures

For Pupils:

A pupil who is pregnant will receive support from staff throughout their pregnancy, including reasonable adjustments to enable them to attend school as normal (or otherwise receive education), including sitting any appropriate exam diet.

Any pupil who gives birth to a child will be supported to remain in school, to breastfeed where desired, to take any appropriate exam diet and to participate to the fullest extent possible in the life of the school.

For Staff and Volunteers

All posts at the school are advertised openly as required by the School's *Recruitment Policy* and are available equally to all applicants as required by law and irrespective of their maternity or pregnancy status.

The school will ensure that staff on maternity leave are made aware of internally advertised posts, including promoted posts, so that they do not suffer any detriment in relation to career opportunities or progression as a result of their maternity and pregnancy status. This will normally be done via the Staff Briefing.

As well as confirming the relevant statutory provisions, the school has a suite of Family Friendly policies in place to explain the range of support measures available to staff and their partners during pregnancy, maternity leave periods, on return to work (e.g. if breastfeeding) and as parents in the longer term. In addition, the school offers enhanced occupational maternity pay to all eligible staff irrespective of whether they intend to return from maternity leave or not.

The School *Code of Conduct for Staff and Volunteers* is equally applicable to all staff and volunteers.

Training to avoid and prevent discriminatory behaviour is part of the mandatory training for staff.

The ICE Committee will consider from time to time whether HR policies may have a prejudicial impact in respect of all protected characteristics, including maternity and pregnancy.

General Positive Measure

The school will support the requirements of the *Breastfeeding etc (Scotland) Act 2005*.

The school's Human Resources Team will keep abreast of changing legislation in relation to pregnancy and maternity rights and pay. In addition, they will regularly investigate other potential sources of support and employee benefits for staff during pregnancy and as parents.

Reactive Measures

For Pupils

Pupils throughout the School are made aware of the unacceptability of discriminatory attitudes, behaviour and language relating to maternity and pregnancy and their disciplinary consequences.

In determining sanctions for a breach of the *Pupil Code of Conduct*, a discriminatory intent or impact related to pregnancy or maternity may be considered an aggravating factor.

Incidents which have a negative component related to pregnancy or maternity are recorded as such on the school's MIS system.

The number (if any) of any incidents which have a negative component related to pregnancy or maternity during the previous reporting period is reported to each meeting of the Education and Pupil Wellbeing Committee with appropriate contextual comparisons.

For Staff

Staff are made aware of the unacceptability of discriminatory attitudes, behaviour and language in relation to all of the nine protected characteristics and their potential disciplinary consequences. These may include the removal of registration by the GTCs in the case of a teacher, or by other regulatory bodies in the case of staff in other regulated professions.

In determining sanctions for a breach of the *Staff Code of Conduct*, any discriminatory intent or impact in relation to maternity or pregnancy status may be considered an aggravating factor.

Monitoring and Review

This policy will be reviewed as necessary, and no later than every three years. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

Other Related Policies and Operational Guidance

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Code of Conduct Pupils
- Code of Conduct Staff and Volunteers
- Recruitment of Staff Policy
- Maternity Policy
- Shared Parental Leave Policy
- Paternity Leave Policy
- Adoption, Surrogacy and Fostering Policy

MARRIAGE AND CIVIL PARTNERSHIP POLICY

Preamble

In the *Equality Act, 2010*, marriage and civil partnership is specifically defined as someone who is legally married or in a civil partnership, whether the marriage or civil partnership is between a man and a woman or a same sex couple (i.e. this characteristic does not apply to individuals or couples whose relationship has not been legally recognised). George Watson's College ("the school") is committed to ensuring that no member of staff or pupil is subject to discrimination because of their marriage or civil partnership status.

Positive Measures

For Pupils

It is unusual for issues relating to discrimination related to marriage and civil partnerships to be relevant to pupils themselves. If a pupil of at least age 16 and under 18 is proposing to marry or enter into a civil partnership, it is appropriate for staff to satisfy themselves that the arrangement is being entered into with the consent of the pupil. However, in all other ways, the status of the marriage or civil partnership will be recognised and respected, subject to the pupil (or pupils) remaining subject to normal school rules and arrangements, for example those concerning sleeping accommodation on school trips.

For Staff and Volunteers

All posts at the school are advertised openly as required by the School's *Recruitment Policy* and are available equally to all applicants as required by law and irrespective of their marriage and civil partnership status.

The school *Code of Conduct for Staff and Volunteers* is equally applicable to all staff and volunteers.

Training to avoid and prevent discriminatory behaviour is part of the mandatory training for staff.

The ICE Committee will consider from time to time whether HR policies may have a prejudicial impact in respect of all protected characteristics, including marriage and civil partnership.

Reactive Measures

For Pupils

Pupils throughout the school are made aware of the unacceptability of discriminatory attitudes, behaviour and language and their disciplinary consequences.

In determining sanctions for a breach of the *Pupil Code of Conduct*, a discriminatory intent or impact on the grounds of marriage or civil partnership may be considered an aggravating factor.

For Staff

Staff are made aware of the unacceptability of discriminatory attitudes, behaviour and language in relation to all of the nine protected characteristics and their potential disciplinary consequences. These may include the removal of registration by the GTCS in the case of a teacher, or by other regulatory bodies in the case of staff in other regulated professions.

In determining sanctions for a breach of the *Staff Code of Conduct*, any discriminatory intent or impact in relation to marriage or civil partnership status may be considered an aggravating factor.

Monitoring and Review

This policy will be reviewed as necessary, and no later than every three years. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

Related Policies and Operational Guidance

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Code of Conduct Pupils
- Code of Conduct Staff and Volunteers
- Recruitment of Staff Policy

ACCESSIBILITY STRATEGY

Introduction

Discrimination against people on the basis of their disability is unlawful and contrary to the spirit and ethos of George Watson's College ("the school"). This Strategy and the *School's Equality, Diversity and Inclusion Policy* comprise the headline policies which together deliver the commitment to equality, diversity and inclusion set out in the *School's Equality, Diversity, Inclusion and Accessibility Statement of Intent*.

Beneath these policies there are a range of detailed policies and guidance on various aspects of practice as it relates to pupils, staff and the wider community.

The suite of policies is all intended to ensure that the School can meet its duties under the *Equality Act 2010* to promote equality and eliminate discrimination against people with protected characteristics.

Positive Measures

For Pupils

Pupils are encouraged to respect one another as individuals and all staff promote an appreciation of equality, diversity and inclusion, including of those with visible and non-visible disabilities.

All opportunities in the school are available to all pupils irrespective of disability. Where necessary and required, reasonable adjustments are made to facilitate inclusion.

The *Admissions Policy* is clear in its principles and operation that opportunities at the school are available to all on an equal basis and that there is no unlawful discrimination in the application process. Applicants with disabilities have their needs assessed and met through reasonable adjustments.

The school curriculum is equally accessible to all pupils irrespective of disability. It avoids stereotyping and provides opportunities to understand the contribution of people with disabilities to science, the arts, culture and society, and the historic roots of disability discrimination and the nature of disability discrimination in contemporary society.

Positive examples of the achievements of pupils with visible and non-visible disabilities are used throughout the school.

The *School Code of Conduct for Pupils*, including uniform regulations, are equally applicable to all pupils and are sensitive to the needs of pupils with disabilities.

School communications, marketing and publicity reflect the range of pupils with visible and non-visible disabilities in the school and celebrate the achievements of all equally.

There are opportunities for pupils with disabilities to raise issues and contribute perspectives through pupil voice initiatives which may be different to those raised by the non-disabled population or may have a particular impact or significance to them.

All arrangements to support the health and wellbeing of pupils are informed by a strong understanding of the disabilities experienced by pupils and the particular challenges that can be faced by some pupils with disabilities.

For Staff and Volunteers

All posts at the School are advertised openly as required by the school's *Recruitment Policy* and are available equally to those with or without disabilities. Where necessary, reasonable adjustments are made during the recruitment process and to enable staff with disabilities to successfully undertake their duties.

The School *Code of Conduct for Staff and Volunteers* is equally applicable to all staff and volunteers.

In recruiting volunteers for roles in the School, specific consideration will be given for how volunteers with disabilities can be encouraged to come forward and supported in their volunteering roles.

School communications, marketing and publicity reflect the range of staff with visible and non-visible disabilities and celebrate the achievements of all equally.

Training to avoid and prevent discriminatory behaviour is part of the mandatory training for all staff.

There are opportunities for staff with disabilities to raise issues and contribute perspectives which may be different to those raised by the majority population or may have a particular impact or significance to them. The ICE Committee will consider from time to time whether HR policies may have a prejudicial impact in respect of disability.

The Human Resources support at the school is informed by a strong understanding of disability issues and the particular challenges that can be faced by some staff with disabilities.

General Positive Measures

The school will maintain strong partnership relationships with organisations (such as Disability Scotland and Changing Faces) which can provide advice, guidance and support on matters of disability and combating disability discrimination.

The school collects data on disabilities experienced by pupils and staff for monitoring purposes only. The data gathered on these headings and the analysis of significant trends or other findings of the monitoring is reported regularly to the Governing Council.

Reactive Measures

For Pupils

Pupils throughout the School are made aware of the unacceptability of discriminatory attitudes, behaviour and language and their disciplinary consequences.

In determining sanctions for a breach of the *Pupil Code of Conduct*, a discriminatory intent or impact may be considered an aggravating factor.

For Staff

Staff are made aware of the unacceptability of discriminatory attitudes, behaviour and language and their disciplinary consequences. These may include the removal of registration by the GTCS in the case of a teacher, or by other regulatory bodies in the case of staff in other regulated professions.

In determining sanctions for a breach of the Staff *Code of Conduct*, a discriminatory intent or impact may be considered an aggravating factor.

Monitoring and Review

This policy will be reviewed as necessary and no later than every three years. The effectiveness of the operation of this policy will be reported to the Governing Council annually.

Related Policies and Operational Guidance

- Equality, Diversity and Inclusion Policy
- Admissions Policy
- Code of Conduct Pupils
- Code of Conduct Staff and Volunteers
- Recruitment of Staff Policy