

Promoting Equality and Diversity Policy/Toolkits

Obsdale Primary School and ELC
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Contents

Policy Statement	3
Background and Legislation	4
Key Principles	6
Curriculum for Excellence; The Four Contexts of Learning	7
Embedding equality and diversity in the Curriculum	8
Leadership, roles and responsibilities for equality and diversity	9
Monitoring, quality assurance, training and review	10
Appendices:	
1. An Example of an Equalities and Diversity Framework	11
2. Examples of how schools can promote equality and diversity	12
3. Equalities Framework Template	13
4. Reflective questions	14
5. Highland Council Education Authority Equality Outcomes 2013 – 2017	16
6. Resources	17
7. Steer: Developing an Equalities and Diversity Policy	18
8. Checklist	19
9. How good is our school? (HGIOS4) Key Theme: Promoting Equality and Diversity	20



Promoting Equality and Diversity

Policy statement

Our children and young people live in a diverse society in 21st century Scotland. Obsdale Primary and ELC is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect.

Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC).

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. Our policy aims to:

- Promote positive attitudes and behaviours towards equality and diversity
- Promote understanding of equality and diversity through the school curriculum and ethos
- Help the school to meet these aims and fulfil our legal obligations

We are committed to meeting the statutory duties of the Equality Act 2010 and this policy includes information about how we will comply with our duties and also provides guidance about our approach to promoting equality and diversity.

We recognise that these duties also 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.

We also have equality commitments to our staff under the Highland Council HR policies.

This policy and associated guidance will be reviewed every 3 years.

Please email Clinfoandsupport@highland.gov.uk with the dates of adoption of this Policy, training and Policy Review to be updated in the School Profile Portal more information in the monitoring and quality assurance section on page 10.

Background and Legislation

This policy has been written as part of our school's on-going commitment to demonstrating good practice, advancing equality and valuing diversity. This reflects the commitment of the Highland Council and its role as an Education Authority.

Equality and Diversity

- Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.
- Diversity is about recognising and valuing difference, where everyone is respected for who they are.

Equality Act 2010 and schools

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:

- Age*
- disability
- gender reassignment
- marriage and civil partnership*
- pregnancy and maternity
- race
- religion or belief;
- sex
- sexual orientation.

**Age and marriage and civil partnership are not protected characteristics for the schools provision. However, in general, the Act applies across all the protected characteristics in a consistent way.*

The Act, and the principle of non-discrimination, covers all the activities in the life of a school including:

- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions
- It is also unlawful to harass or victimise a pupil or applicant

The Act also introduces a single Public Sector Equality Duty (the general duty). As a school this means we have to give “due regard” to the 3 elements of the duty in all our activities:

- **Eliminate** discrimination, harassment and victimisation;
- **Advance** equality of opportunity between people who share a protected characteristic and those who do not; and
- **Foster** good relations between those who share a protected characteristic and those who do not.

In Scotland, the general duty is supported by a set of specific duties on schools and public bodies to help them secure positive outcomes in line with the equality legislation.

Related legislation and Rights of the Child:

Additional Support Needs: Schools are expected to make reasonable adjustments under the Act to provide auxiliary aids and services for disabled pupils under the Act. Provision for pupils requiring additional support in schools is covered by:

- The additional support for learning (ASL) framework (Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009);
- Accessibility strategies (The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002)

Children's Rights

- Human Rights Act 1998
- United Nation's Convention on the Rights of the Child (UNCRC) was ratified by the UK in 1991. It aims to recognise the rights of all children up to age 18 and ensure that children grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.
- Children and Young People's (Scotland) Bill was agreed in February 2014. It introduces new duties for Ministers and public sector to promote children's rights.

Equality and Diversity Policy: key principles

We work in partnership with other services, agencies and families to deliver integrated services for children, families and young people. Our Integrated Children's Plan, 'For Highland's Children', uses the principles of GIFREC (Getting It Right for Every Child) which sets out our commitment to improve and develop services against the key SHANARRI themes (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included), to achieve:

- Enhanced support to children and families, when they need it
- Improved services and improving outcomes for Highland's children

Our approach to equality and diversity is based on the following key principles:

1. All learners are of equal value irrespective of their race; gender and gender identity; religious or belief; or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of inclusion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve/attain to their highest potential.

7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

8. Challenging prejudice and stereotyping

We tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying, for example racist, homophobic or bullying of people because of a disability. We will also challenge gender-based and other stereotypes.

Curriculum for Excellence: the “four contexts for learning”

This Policy celebrates and recognises the work that our school is undertaking to promote diversity and equality through all aspects of planned learning, which is an important aspiration of Curriculum for Excellence. Our school aims to meet the challenge to develop children and young people as responsible citizens who:

- show respect for others; who understand different beliefs and cultures;
- are developing informed, ethical views of complex issues;
- know why discrimination is unacceptable and how to challenge it; and
- understand the importance of celebrating diversity and promoting equality.

Building the Curriculum 3 defines the curriculum as *“the totality of all that is planned for children and young people throughout their education”*, including:

- ethos and life of the school as a community;
- curriculum areas and subjects;
- interdisciplinary learning (IDL);
- opportunities for personal achievement.

We promote learning within a positive ethos and climate of respect and trust based upon shared values across the school community:

- ✓ including parents, whether for young people in school or those not in school;
- ✓ All members of staff contribute through open, positive, supportive relationships where children and young people will feel that they are listened to;
- ✓ promoting a climate in which children and young people feel safe and secure;
- ✓ modelling behaviour which promotes effective learning and wellbeing within the school community;
- ✓ being sensitive and responsive to each young person’s wellbeing.

Our young people are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

Embedding Equalities and Diversity in the Curriculum

Curriculum areas and subjects

We promote learning which children and young people should experience through their broad general education and the Senior Phase. These experiences and outcomes are organised into eight curriculum areas. We encourage the curriculum to be organised and planned in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

Interdisciplinary learning IDL

We encourage effective IDL to take the form of individual one-off projects or longer programmes of study which:

- ✓ is planned around clear purposes;
- ✓ is based upon experiences and outcomes drawn from different curriculum areas or subjects within them;
- ✓ ensures progression in skills and in knowledge and understanding;
- ✓ provide opportunities for mixed stage learning which is interest-based.

To deepen understanding we aim for our curriculum to include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of “experiences and outcomes” from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people’s wider involvement in society. For example:

Geography: Explore diversity and immigration in the UK and create a family tree to understand “where am I from?”

Deaf Awareness
Week - teach
finger spelling in
classes, invite BSL
interpreter

History: Explore how equality and human rights have developed over the years, e.g. Holocaust (and other genocides), slave trade, attitudes to mental health, suffragettes, child labour during Victorian times, rights of lesbian, gay and bisexual people.

English: Present a TV news report about an unlawful discrimination case.

Explore the meaning and impact of words such as “gay”, “cripple”, “trannie”, “gypo”

Whole school activities: Celebrating St Andrew’s Day - have an international dimension to reflect Scotland’s diverse population.

Religious Education: Explore how different faith groups can be stereotyped and labelled

Leadership, roles and responsibilities for equality and diversity

The Head Teacher will ensure that:

- The policy is fully implemented and promoted, making certain that all staff are aware of their responsibilities and are given appropriate training and support.
- Appropriate action is taken in any cases of unlawful discrimination.
- All prejudice-based bullying incidents are recorded and that appropriate action is taken.
- Take a lead role in the school's self-evaluation procedures and staff development for equality and diversity
- Information is collected and monitored on attainment, attendance and exclusion in terms of equality.
- The Council's recruitment and selection policies are adhered to.
- Independent contractors, volunteers and visitors to the school are aware of this policy.

The Equality and Diversity Co-ordinator will:

- Develop and maintain up to date knowledge of equality law and best practice
- Co-ordinate the implementation of the equality and diversity policy
- Take a lead role in communicating the policy to other staff and monitoring outcomes
- Review and disseminate enrolment data
- Take a lead role in addressing prejudice-based bullying incidents including the recording and investigation.

All Staff will:

- Maintain the highest expectations of achievement for all pupils
- Promote an ethos in the classroom that values equality, inclusion and diversity
- Challenge prejudice and discriminatory behaviour
- Deal fairly and professionally with any prejudice-based bullying incidents
- Plan lessons that reflect the school commitments to equality and diversity
- Keep up to date with the law on equality and any changes to policy.

The Parent Council will:

- Promote the policy to all parents/carers and the wider community.

Commitment Monitoring and Quality Assurance

Promoting diversity and equalities is the responsibility of all and will be reviewed regularly.

- ***Equalities and Diversity staff training must take place within a three year cycle.***
- ***Equality and diversity training must be included in induction processes for new staff.***
- ***Policy Review must take place within a three year cycle.***

It may be helpful to use the Diversity and Equalities Template on page (12) and the accompanying Equalities checklist.

This commitment to equality and diversity is clearly outlined in the Primary and Secondary Steers and in the ECS Improvement Plan. The ECS Senior Management Team and the ECS Equalities Working Group monitor the implementation of equality outcomes in Education.

- Diversity and Equality is monitored by the Senior Management Team as part of internal quality assurance procedures as these relate to improvement planning, classroom visits and sampling of pupils' work.
- The school will review practice and policy with regard to Equality and Diversity as part of its on-going procedures of self-evaluation. In this it will be guided by the advice contained within the checklists, audit tools and templates (see appendices)

In schools:

Day-to-day monitoring of the policy in action is the responsibility of the School Senior Management Team and Equality and Diversity Co-ordinator.

Please email Clinfoandsupport@highland.gov.uk with details of dates of adoption of this Policy, training and Policy Review for input to the School Profile Portal .

Curricular Areas and subjects

Whole school overviews for:

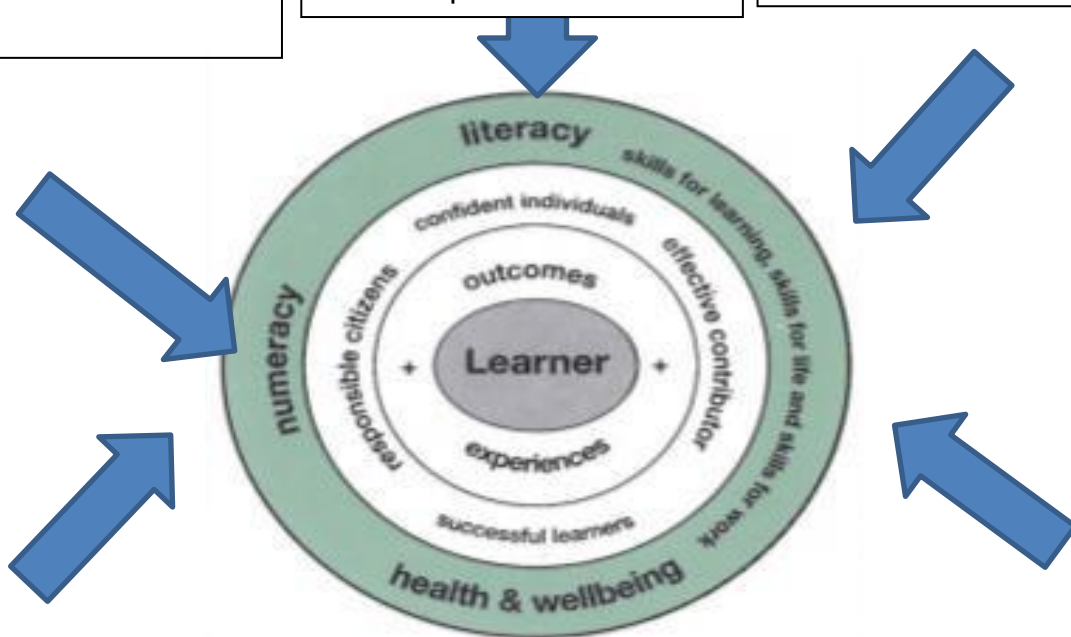
Numeracy and Literacy
Health and Wellbeing
RME: World Religions
Anti-Sectarianism
Resilient Kids package
All 8 Curricular Areas

Ethos and life of the school as a community

Inclusion
Behaviour Policy, Anti-Bullying Policy
Global/Sustainable Education
Celebration Assemblies
Religious Observance
EAL: Language of the week
Use of EVOLVE to plan school trips

IDL Interdisciplinary learning

Curricular subject links made where appropriate:
Life in India
Living in Lochaber
Rights



Diversity and Equality Partners

- School Nurse
- GIRFEC Partners
- Christian Aid
- Mary's Meals
- Children in Need
- STEP
- Eco Partners
- CHIP
- Rights Respecting School
- Show Racism the Red Card
- Local faith groups
- John Muir Trust
- Rotary Club
- Active Schools
- Local employers

Opportunities for personal achievement

Awards/Rewards
Merit Stickers and Stamp, Class Points
House Points
Termly Certificates

Sports/Recreation

- School clubs/activities
- Local Sports Clubs
- School/authority/national competitions
- Dance/Performance pathways
- Clubs/activities

Outdoor learning

- Use of local environment
- Active Schools activities

Appendix 2 - Examples of how schools can promote equality and diversity

- Assessing, planning for and meeting the needs of children who experience barriers to learning.
- Providing support for children for whom English is an additional language.
- Access to a range of professional services, e.g. Speech & Language Therapy, Occupational Therapy, Physiotherapy, Social Work Services, and Psychological Services.
- Meeting the educational needs of children from Gypsy/Traveller families.
- Use of assistive technology to improve access to education, for example for children with sight loss, dyslexic pupils.
- Alternatives to pencil and paper recording for pupils with sensory / communication / motor difficulties.
- Provision for Deaf and hard of hearing pupils to access information.
- Access to additional help or support for a wide range of learning difficulties.
- Making arrangement for pupils who wish to opt out of inclusion in elements of religious education or worship.
- Making arrangements for pupils who are required to wear a particular form of dress, or have dietary requirements because of their religion or belief.
- Maximising opportunities to influence school policies through the Parent Council, and where required, providing information in the parent/ carer's first language or provision of an interpreter.
- Organising school trips using the electronic tool EVOLVE which promotes inclusion and includes a check and extensive information on equality.
- Displaying Stonewall posters and information.
- Accurate reporting and recording of prejudiced based bullying,

Working with organisations including:

- Highland Children's Forum: developing ways to hear the voice of children in need
- Enquire: Scottish advice service for additional support for learning
- CHIP: offers information, support and advice to the families and carers of children and young people with additional support needs, and to professionals who work with them in Highland.
- STEP: supports education for Travelling people within Curriculum for Excellence
- Show Racism the Red Card: UK's anti-racism educational charity

Appendix 6 – Resources

- [How good is our school? Promoting Race Equality](#) (HMIe 2004)
- [How Good is our School? Taking a closer look at Inclusion and Equality – meeting the needs of Gypsies and Travellers](#) (HMIe 2005)
- [Count Us In: Promoting understanding and combating sectarianism](#), Education Scotland (2007)
- [Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland](#). Education Scotland 2013
- [Education Scotland: Inclusion and equality](#)
- [Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland](#)
- EHRC [Schools Technical Guidance - Scotland](#)
- EHRC [Reasonable adjustments for disabled pupils Scotland](#)
- EHRC [Teaching resources - secondary](#)
- EHRC [Teaching resources - primary](#)
- Together Scotland [Scottish Alliance for Children's Rights](#)
- [Children's Rights Alliance](#) (England) and [Resources for young people: Equality Matters for Children](#)
- [Holocaust Memorial Day](#)
- [Scottish Travellers Education Programme](#)
- [Sense Over Sectarianism](#)
- [Show Racism the Red Card](#)
- [Stonewall](#)
- [Children in Scotland](#)
- [Centre for Research in Education Inclusion and Diversity](#)
- [Centre for Studies on Inclusive Education](#)
- [Cbeebies: The Equality Act and disabled children in school or nursery](#)
- [For Scotland's Disabled Children \(FSDC\)](#)
- [Education Scotland resources](#)
- [Inclusion and Equality in CLD](#)
- [Inclusion and equality](#)
- [Respect Me](#)
- Understanding of the United Nations Convention on the Rights of the Child (UNCRC):
<http://www.educationscotland.gov.uk/resources/r/childrensrightsresource.asp>
- [A Fairer Highland Equality Plan 2012 – 2017](#)
- [Working Towards a Fairer Highland Mainstreaming Equality Report](#)

Appendix 9 - How good is our school? (HGIOS4)

Key Theme: Promoting Equality and Diversity

Quality Indicators: 1.3 (Leadership of Change), 1.4 (Leadership and Management of Staff)

Features of highly effective practice	Challenge Question(s)	Questions based on Level 5 illustration	Evidence of current practice	Next steps/ points for further consideration
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> * All staff have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school. 	<ul style="list-style-type: none"> ❖ What range of data and information do we utilise to understand the social, economic and cultural context of the local community? 	<ul style="list-style-type: none"> ➤ To what extent do staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work? 		
<p>1.4 Leadership and Management of Staff</p> <ul style="list-style-type: none"> * Equalities legislation is adhered to and explicit in recruitment practices. * The school community is proactive in tackling prejudice-based discrimination so all staff feel able to be themselves in the workplace. 	<ul style="list-style-type: none"> ❖ How well do we promote staff rights and responsibilities? 	<ul style="list-style-type: none"> ➤ To what extent do you actively promote equalities for all, so staff feel confident in the workplace? 		

Quality Indicators: 2.1 (Safeguarding and Child Protection), 2.2 (Curriculum)

Features of highly effective practice	Challenge Question(s)	Questions based on Level 5 illustration	Evidence of current practice	Next steps/ points for further consideration
<p>2.1 Safeguarding and Child Protection</p> <p>★ Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to child protection and equality policies and procedures.</p>	<p>❖ How effectively are incidents related to equalities acted upon to prevent future occurrences? How well do staff take account of the views and experiences of children and young people, particularly where decisions are to be made that may impact on life choices?</p>	<p>➤ To what extent does the ethos and vision of the school strongly promote equality, challenging all forms of discrimination?</p>		
<p>2.2 Curriculum</p> <p>★ All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum.</p>	<p>❖ To what extent do we take account of all the factors that make our school unique?</p>	<p>➤ Within your curriculum, to what extent do you take very good account of equality as a cross cutting theme?</p>		

Quality Indicators: 2.4 Personalised Support

Features of highly effective practice	Challenge Question(s)	Questions based on Level 5 illustration	Evidence of current practice	Next steps/ points for further consideration
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> * Both universal and targeted learning and support is embedded and is having a positive impact on children’s progression with their learning. * The school reviews the progress of all children effectively, including those with additional support needs. They can provide reliable and valid evidence to support this process. * Children requiring additional support have high-quality individualised and meaningful progression pathways. 	<ul style="list-style-type: none"> ❖ Are staff able to access effective levels of support and training to build their capacity to engage with the needs of diverse learners? ❖ How effectively do we involve parents and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices? ❖ To what extent is our school an inclusive learning environment? 	<ul style="list-style-type: none"> ➤ To what extent are all children and young people benefitting from high-quality universal support? ➤ How do staff and partners work effectively together to increase their ability to meet the needs of our diverse learners through effective use of professional learning, support and specialist resources? ➤ To what extent do we fully adhere to legislative requirements? ➤ To what extent do staff and partners take positive and proactive steps to ensure that barriers to learning are minimised? 		

Quality Indicators: 2.5 (Family Learning), 3.1 (Ensuring Wellbeing, Equality and Inclusion)

Features of highly effective practice	Challenge Question(s)	Questions based on Level 5 illustration	Evidence of current practice	Next steps/ points for further consideration
<p>2.5 Family Learning</p> <ul style="list-style-type: none"> * Family learning promotes equality, fairness and diversity. * Staff have an appropriate shared understanding of Getting it Right for Every Child (GIRFEC) and use these approaches to meet the needs of families. 	<ul style="list-style-type: none"> ❖ How are we actively promoting equality, fairness and diversity? ❖ How is our family learning helping promote the wellbeing indicators? 	<ul style="list-style-type: none"> ➤ To what extent do all families have access to Universal Support? ➤ How is targeted support provided to families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning 		
<p>3.1 Ensuring Wellbeing, Equality and Inclusion</p> <ul style="list-style-type: none"> * All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. * The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. * Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it. 	<ul style="list-style-type: none"> ❖ To what extent does our school celebrate diversity? ❖ How well does our school ensure that the curriculum is designed to develop and promote equality and diversity and eliminate discrimination? 	<ul style="list-style-type: none"> ➤ How do you ensure that equality leads to improved outcomes for all learners? ➤ To what extent do you value and celebrate diversity? ➤ How do you challenge discrimination? ➤ How do you ensure that age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement? 		

