

Equal Opportunities Policy

Port Ellen Primary School and ELC

Date of last review:

Autumn 2024

Review Date:

Autumn 2026

Aims

*At Port Ellen Primary School and ELC, we are committed to creating a **happy, inclusive, and equitable learning environment**, where every child and adult feels **respected, safe, and supported** to reach their full potential.*

*In line with: The **United Nations Convention on the Rights of the Child (UNCRC)***

- **Article 2** – Non-discrimination
 - **Article 12** – Right to be heard
 - **Article 23** – Rights of children with disabilities
 - **Article 28** – Right to education
 - **Article 30** – Right to enjoy culture, language, and religion
- The **Equality Act 2010**, which legally protects people from discrimination
 - The principles of **GIRFEC (Getting It Right for Every Child)**
 - The **SHANARRI wellbeing indicators**, particularly Included, Respected, and Safe

*We actively promote **justice, fairness, and equal opportunity** for all members of our school community, regardless of age, ability, gender, race, religion, language, socioeconomic background, or family circumstances.*

*We will **challenge all forms of prejudice, discrimination, and stereotyping**, recognising the harm they cause and the barriers they create.*

Core Principles

We believe that:

- Every individual in our school community is of **equal value** and deserves to be treated with dignity and respect
- Every child has the **right to access all areas of school life**, with appropriate support and without discrimination
- **Diversity is a strength**, and inclusion benefits all learners
- Positive behaviour, equality, and mutual respect must be at the heart of our ethos and curriculum
- Children and adults should be **empowered to challenge discrimination** and celebrate differences

We commit to embedding these values in **school policies, daily practice, and curriculum planning**.

Inclusive Practice for Children

- Our curriculum is differentiated and responsive to individual starting points, ensuring inclusion of:
 - Pupils with additional support needs
 - Pupils from minority ethnic groups
 - Children with English as an additional language
 - Looked After Children
 - Children from low-income households
 - Children who are neurodivergent, disabled, or gifted and talented
- We hold **high expectations for every child** and regularly review individual targets through dialogue and reflection
- We promote a **positive learning climate**, built on shared values of *inclusion, independence and innovation*.
- **Children's voices are heard** and respected. They contribute to decision-making and the wider life of the school
- **Home languages and cultural backgrounds** are respected and celebrated
- Religious dietary requirements are accommodated in meals and snacks
- Our curriculum incorporates **equalities education**, anti-discrimination learning, and global citizenship
- We actively challenge **gender stereotypes** in resources, activities, and play
- Clubs, learning experiences, and responsibilities are open to all children
- Staff are trained to **recognise and address bias, stereotyping, or exclusion**
- Any incidents of name-calling, prejudice, or discrimination are responded to promptly and in line with our **Promoting Positive Relationships Policy**

Engaging and Supporting Parents and Families

- We strive to make every family feel **welcomed, valued, and included**, recognising the richness of diverse family structures, cultures, and experiences
 - Communications are adapted to ensure **accessibility**, including support for those with reading difficulties or additional needs
 - We will make reasonable adjustments to ensure parents/carers with disabilities can **access and participate** in school life
 - Parents are encouraged to share in learning and are invited to be **active partners** in their child's education
 - Interpreters or translated materials will be made available where needed
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Staff Equality and Inclusion

- We apply **fair, objective, and inclusive practices** in recruitment, promotion, and training
 - We do not tolerate discrimination or harassment in the workplace
 - We proactively seek to **remove barriers** that may affect staff due to disability, caring responsibilities, or other protected characteristics
 - All staff have access to **professional learning** to support equity, inclusion, and children's rights
 - We support a staff culture that models equality, care, and professional respect
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Monitoring and Review

- The **Headteacher and Senior Leadership Team** will monitor implementation of this policy
- Pupil voice, parental feedback, and staff review will inform the **annual policy review**
- Practice will be evaluated using the **HGIOS 4 (How Good is Our School)** framework and linked to **School Improvement Planning**
- This policy will be shared with all staff, parents, and partners, and updated regularly in line with national and local guidance