

SEAVIEW PRIMARY SCHOOL



Equality and Fairness Policy

August 2018 (Updated)

'What is it we want for our children?'

In Seaview, we want our children to be treated fairly, to be happy and enjoy learning. We want our pupils to feel valued, confident and included in all aspects of learning and where everyone will achieve success through effort, commitment and resilience.

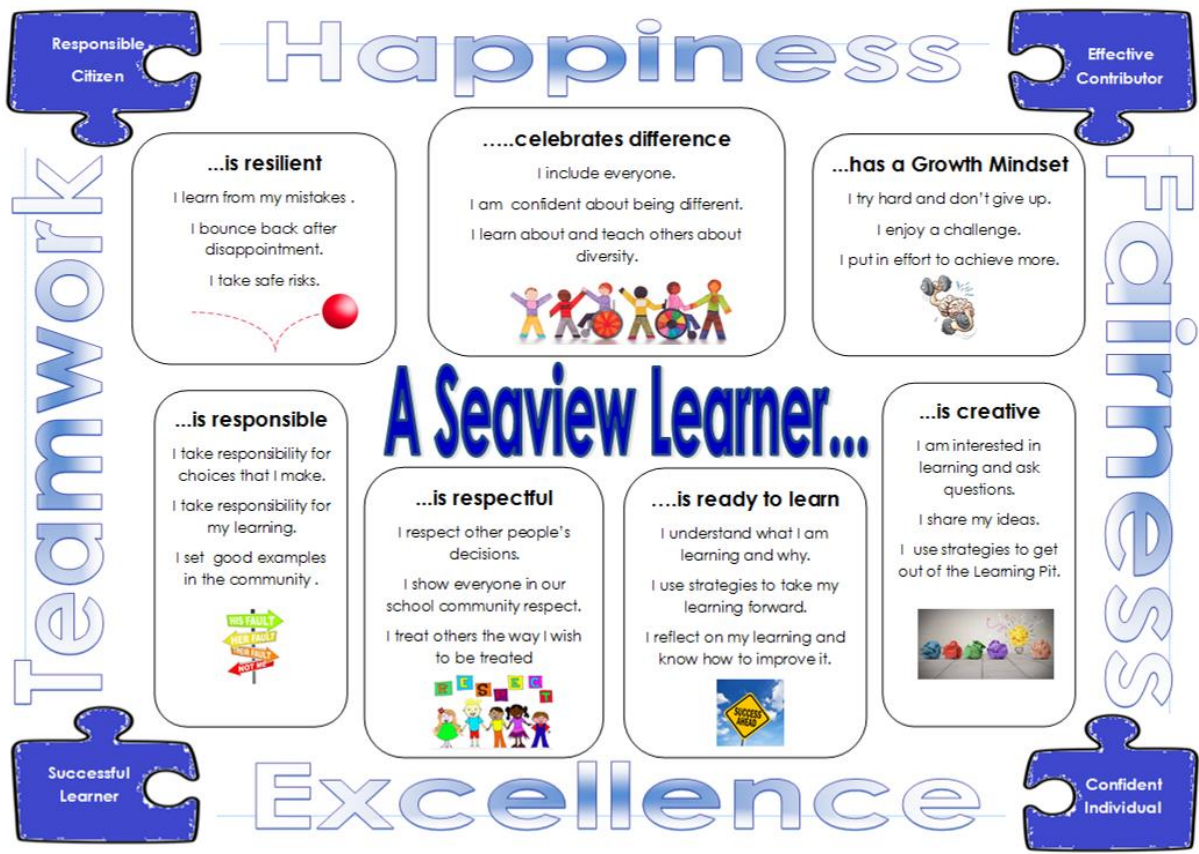
'What are we going to do to achieve it?'

To achieve this, we will provide our pupils with relevant, meaningful and rich learning opportunities. We will celebrate their achievements and successes, engage with parents and the wider school community and continually enhance our knowledge and skills through career-long learning.

Our shared values are:

- Excellence
- Happiness
- Fairness
- Teamwork

Our shared aims are:



We work together to be the best we can be!

Seaview Primary School Equality and Fairness Policy

Introduction

This policy has been produced to enable the school to further develop effective learning and teaching and working practices in the area of social inclusion. The policy, based directly on statutory requirements, guides the planning arrangements which the school makes to promote inclusion and ensure compliance with statutory duties introduced by legislation including the following:

- Race Relations (Amended) Act 2000
- The Race Relations Act (Statutory Duties) (Scotland) Order 2002
- The Disability Discrimination (Public Authorities) (Statutory Duties) (Scotland) Regulations 2005
- Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland Order) 2007
- Equality Act (2010)

Aims and purpose of this policy

At our school we aim to provide a welcoming, happy, safe and supportive environment respected for quality learning and teaching. We will do all we can to help everyone to achieve their best and to celebrate their successes.

- To encourage, in all pupils, the attitudes of respect, justice and equality
- To promote equality of opportunity amongst all our pupils
- To promote good relations between different social, religious, cultural and ethnic backgrounds
- To provide a balanced and appropriate curriculum that meets the needs of all pupils and affords them the opportunity to achieve their full potential
- To challenge prejudices and build positive attitudes

Rationale

Pupils come to our school with widely varying experiences and abilities and from a range of religious, social and cultural backgrounds. The ethos of our school encourages staff, parents and pupils to recognise and respect these differences and to use these as opportunities to further develop pupils' learning.

The attitudes and values of those with whom they work, fellow pupils as well as staff and parents affect every aspect of our pupils' education. Therefore, it is essential that they learn about behaviour in a caring environment, which seeks to build self-confidence and esteem.

Curriculum

To encourage our pupils to develop a respect for others we are proactive in our curriculum in celebrating diversity. We achieve this by linking the various areas of the curriculum.

Roles and Responsibilities

The Head Teacher is responsible for ensuring that:

- our race inclusion policy is promoted along with the implementation of appropriate procedures
- regular information and training is provided for all staff
- staff are supported in their responsibilities
- pupils who experience any form of harassment are appropriately supported
- all cases of alleged racial harassment and discrimination are recorded and that
- appropriate action is taken when necessary
- data is available to the Education Authority
- communication from school is easily accessed by all parents
- any school correspondence reflects the policy by avoiding the use of gender biased language
- if necessary use is made of interpreting services or other appropriate agencies, e.g. signers, to communicate with parents/carers
- school displays celebrate diversity
- opportunities to celebrate cultural diversity and multicultural activities are built into the school year
- parents/carers are made aware of the school's commitment to inclusion

Depute Head Teacher

The Depute Head Teacher has the responsibility of supporting the Head Teacher in ensuring that this policy is implemented by all and has the specific responsibility of:

- being available to support children involved in any incidents
- taking account of this policy when leading working groups or when developing aspects of the curriculum
- ensuring that opportunities to celebrate cultural diversity and multicultural activities are built into the school year

All Staff are responsible for ensuring that:

- they are familiar with this policy and relevant legislation
- they know Council policy
- they take up training opportunities to enable them to recognise and tackle racial bias and stereotyping
- inclusion and positive race relations is promoted

- alleged racial incidents involving discrimination on the basis of race, colour, nationality, ethnic origin and gender and disability related incidents are dealt with and recorded
- all pupils are treated fairly, equally and with respect
- all materials used in class promote inclusion
- inclusion is discussed and debated openly and constructively
- the school, including playground and class, ethos reflects the school's aim to be proactive in ensuring social inclusion

All pupils should be aware of the school's policy and know that appropriate support is always available

The Parent Council Members are responsible for:

- Assisting the head teacher and staff in promoting the policy to all parents and the wider community

Parent helpers, visitors and contractors in school are responsible for:

- observing guidance provided by the school

Incident Report Forms

All incidents of racial harassment/bullying against either pupils or staff must be reported to the head teacher who will record these electronically on the appropriate form. Completed forms will be forwarded immediately, marked Private and Confidential, to Schools and Learning Department, Angus House, Orchardbank Business Park, Forfar DD8 1AE. Where it is considered that a Multi-Agency Panel (MAP) should be convened in terms of the Council's policy on dealing with racist incidents the appropriate Police referral form must also be completed.

Action and procedures for other incidents

- Report alleged incident to Head Teacher
- Talk to the individuals involved
- Offer support by offering an immediate opportunity to talk about the experience
- Inform the relevant parents / carers
- Offer continuing support if necessary
- Take appropriate disciplinary measures to deal with any alleged incident
- Monitor and review the situation regularly to help deter anti inclusion

References to other school, council or national policies and documents

A route to Equality and Fairness 1999
Race Relations (Amendment) Act 2000
Education for Anti-racism (GTC Scotland)
Standards in Scotland's Schools Act 2002
Learning for All (Commission for Racial Equality)
Child Protection Policy (Angus Council) 2002
How Good is Our School 4 2016
Anti-Bullying Policy (Council) 2009
Anti-Bullying Policy (School) 2012
Equality Act 2010 (Equality and Human Rights Commission)

Further detailed advice can be found on the website of the Commission for Racial Equality

<http://www.cre.gov.uk/scotland/consult.html>

Other useful websites

www.equalityhumanrights.com

www.ltscotland.org.uk/inclusionandequality

www.scotland.gov.uk/Topics/People/Equality

www.sqa.org.uk/sqa/25340.html

www.standards.dfes.gov.uk/research/themes/gender

www.universities-scotland.ac.uk/raceequalitytoolkit

www.education.ed.ac.uk/ceres

www.sdef.org.uk