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# **Woodlands Primary School & Pre-School**



## **Equality and Fairness Policy December 2019**

# Woodlands Primary School Equality and Fairness Policy

## 1. 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)

## 2. AIMS AND PURPOSES OF THE SCHOOL POLICY

### School Aims:

**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

## 3. RATIONALE

Pupils come to our school with widely varying pre-school 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.

## 4. 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.

## 5. 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 and Principal Teacher**

The Depute Head Teacher and Principal Teacher have 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

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### **Pupils**

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

## **7. RACIAL INCIDENT REPORT FORMS**

All incidents of racial harassment/bullying against either pupils or staff must be reported to the deputy head teacher or head teacher who will record these electronically on the Council system. 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 referral form must also be completed.

## **8. 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

Staff, pupils and parents were involved in the production of this policy a copy of which is included in the policy file.

The policy will be reviewed as and when necessary.

## **9. REFERENCES TO OTHER SCHOOL, COUNCIL OR NATIONAL POLICIES/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<sup>th</sup> Edition) 2015

A Multi Agency Panel on racial Harassment (Joint Angus Council/Tayside Police protocol 2002)

Anti-Bullying Policy (Council) 2009

Anti-Bullying Policy (School) 2017

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 WEB SITES**

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

[www.ltscotland.org.uk/inclusionandequality](http://www.ltscotland.org.uk/inclusionandequality)

[www.scotland.gov.uk/Topics/People/Equality](http://www.scotland.gov.uk/Topics/People/Equality)

[www.sqa.org.uk/sqa/25340.html](http://www.sqa.org.uk/sqa/25340.html)

[www.standards.dfes.gov.uk/research/themes/gender](http://www.standards.dfes.gov.uk/research/themes/gender)

[www.universities-scotland.ac.uk/raceequalitytoolkit](http://www.universities-scotland.ac.uk/raceequalitytoolkit)

[www.education.ed.ac.uk/ceres](http://www.education.ed.ac.uk/ceres)

[www.sdef.org.uk](http://www.sdef.org.uk)