

September 2022

Reviewed August 2023



Carnegie Primary School

Diversity, Equality and Inclusion Statement

*Scotland has a wonderfully diverse society and we are all, each and every one of us,*

*equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a*

*Scotland where people are healthier, happier and treated with respect, and where*

“Scotland has a wonderfully diverse society and we are all, each and every one of us, equal citizens and stakeholders of Scotland. Our vision is that Scotland in 2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally.”

[*Scottish Government ‘Race Equality Framework for Scotland 2016-30’*](https://www.gov.scot/publications/race-equality-framework-scotland-2016-2030/)

Rationale

It is crucial that children and young people gain knowledge, skills and attributes needed for the 21st century. Our children have a right to learn in an equitable environment where all cultures, religions, identities and languages are recognised and valued and where we respond positively to the diverse needs of individuals.

This statement aims to set out how we effectively build a school community which actively challenges racism, eliminates discrimination and advances equality, and demonstrates shared values of inclusion, equality, fairness and respect.

Our aims are in line with the duties of the Equality Act 2010, principles of Getting it Right for Every Child (GIRFEC) and the recommendations shaped by the UN Convention of the Rights of the Child (UNCRC).

Equality Act 2010

- The Act legally protects people from discrimination

- As well as protecting individuals from unfair treatment, this law also promotes a fair and more equal society.

- Section 1492 of the Equality Act 2010 Act places a general duty on public authorities to have due regard to: eliminating discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between persons who share a protected characteristic and those who do not.

At Carnegie we aim to:

- ensure a shared understanding of diversity and equality and promote this through our curriculum and school ethos

- promote and celebrate positive attitudes and behaviours towards diversity and equality.

- demonstrate our commitment to diversity, equality and inclusivity through our work with children and families.

In order to work towards an inclusive setting, everyone needs to work together. It is not the responsibility of one individual but all of us.

3.1 *‘A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements’.*

**Pupils:**

* should understand their right to learn in an equitable environment
* know who to talk to if they need help or support
* feel reassured they can speak to someone if they feel someone if being treated unfairly.

**Carnegie staff:**

* will build positive, trusting relationships with children
* will allow children time to talk and share concerns when they arise
* will be aware of and look for opportunities to incorporate equality related issues each day
* should be familiar with the process/procedures if someone has been treated unfairly and take appropriate action.
* be aware who has responsibility for equality within the school and how to access support and advice
* be familiar with current legislative framework. These legal requirements support our moral drive towards promoting and ensuring equality and inclusive practices.

**Senior Leadership Team:**

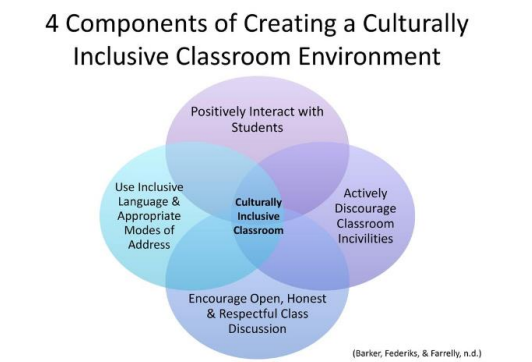
* have responsibility for promoting equality and have the responsibility to challenge discrimination in the workplace
* take appropriate action ensuring any concerns are addressed appropriately and children and families are supported effectively.

There is a clear system in place for recording and reporting discriminatory incidents. All incidents should be recorded on SEEMIS in line with the local authority policy.

2.2 *‘Our curriculum is grounded in our commitment to securing children’s rights and wellbeing.’*

**Curriculum**

We believe that it is important that teaching materials/resources where possible use images and contexts that all learners will be able to relate to. Ensure play, resources and learning opportunities are gender neutral, for example using books and resources which challenge discrimination and stereotypes. Subject areas should also try and promote equality within the curriculum and ensure consistency, breadth and depth of teaching. There are many ways for equality to be advanced across the curriculum and in all subject areas:



**What have we achieved at Carnegie Primary School?**

* **RRS Silver award**

Our Rights Respecting Ambassadors have worked very hard over the past two years to raise the profile of children’s rights within our school and local community. The group has reviewed school policy to ensure it is in line with children’s rights, facilitated the creation of a whole school playground charter which involved our school and families and create monthly tasks for our classes to learn about children’s rights and their importance.

* **School badge**

Pupil voice at Carnegie recognised that our school badge did not represent diversity in today’s society. With Carnegie staff and our families in agreement there was a rationale for change. Pupils, staff and our families worked in consultation to create a new badge which not only represents diversity but also incorporates the Queensferry crossing locating Carnegie and includes the work and support from our school community.

* **School Library and school resources**

We ensure our library is inclusive and accessible to all. We have resourced Dyslexia friendly reading material to support our learners with Dyslexia. In addition to this, we have invested in books written by authors from a range of cultures and countries of origin. Money has been invested in authors from ethnic minorities and stories which explore diverse themes such as race and religion. We have also created class sets of books which explore diverse themes.

* **5 Ways to Wellbeing**

In Carnegie Primary we are promoting the ‘Five Ways to Wellbeing’ to support children with knowledge and understanding of their own emotional and mental wellbeing**.** The Five Ways to Wellbeing are **– Connect, Be Active, Keep Learning, Give, and Take Notice.**

With a focus this session on Staff wellbeing, 5 ways has helped **everyone** to recognise and take care of their mental health and wellbeing. Regularly practising the Five Ways has been beneficial for everyone. In Carnegie we believe these self-care skills will help to support our staff and the wellbeing of our children now and in the future.

* **Awareness training for staff**

Our Education Psychologist has led Professional Learning opportunities for teaching staff and PSA staff relating to Trauma Informed Practices which included many strategies and approaches at universal and additional levels, as well as suggestions of specific classroom activities. Also training relating to attachment provided PSA staff with new knowledge and understanding of attachment theory and impact on the child.

**What are our next steps and areas for improvement as we make our commitment to equality and inclusivity?**

At Carnegie, we aim to build and foster positive relationships which are respectful of individuals. Feedback from children and our families will allow us to gather different views, perspectives and personal experiences both within school and into the school community.

**Language used relating to gender identity**

At Carnegie, we recognise that children and families may have a preference and may use their own terminology to describe their gender identity which may differ from the sex assigned at birth. Under the Equality Act 2010, the child should feel protected and supported and the needs and rights of the child should be met and respected. An awareness is required of how a process can affect emotional wellbeing and mental health, particularly when influenced by possible negative views of others around them. We aim to adopt a supportive environment with promotes equality for all which is not determined by gender or sexual orientation.

**Addressing children**

At Carnegie, we are aware of the terminology used when addressing children individually and/or collectively, avoiding using terms which suggest a particular gender type. An example that we would discourage would be ‘Good morning boys and girls’ and instead say ‘Good morning everyone’. Use the singular “they/them” pronoun instead or as well as “he/she”, on for example Values in Action Certificates, to include all pupils who may not identify as male or female. Likewise, consider using “child” or “young person” as opposed to “son/daughter”.

**Toilets and Changing Facilities**

Toilets facilities are provided in school which all children and staff have access to. Accessible toilets provide facilities for everyone for a range of reasons such as disability, where a child needs additional support or for children or staff where they have a preference to use a toilet where there on no specific gender type. This ensures everyone feels they belong and are included. Regarding changing facilities, children may feel happier and should have the option to change separately or privately.

**Celebratory days**

We intend to participate in commemorative and celebratory days such as LGBT History Month and Transgender Day of Visibility alongside other commemorative days such as International Women’s Day. This will be a focus within the classroom and also departmental Huddles. We will encourage the children to share their experiences with families at home to promote and celebrate further across the school community.

**Mental Health and Wellbeing**

At Carnegie, we recognise that prevention and early intervention make a big difference in reducing the risk of developing mental health issues and in providing a positive future for our pupils. Our Health and Wellbeing curriculum and wellbeing indicators are designed to help children develop the knowledge and understanding, skills and capabilities to build emotional and physical wellbeing, creating resilience to manage life’s challenges. We aim to build open, positive, supporting relationships across the whole school community, where children feel that they're listened to, and where they feel secure in their ability to discuss challenges as they arise.

**Pupil Voice – create an Equality and Diversity pupil group**

A pupil focus group at Carnegie PS will provide an opportunity for children and staff across all stages to come together to talk about school priorities, celebrate achievements and identify ways to improve and promote equality. We want the pupil voice to be represented and heard. Pupils can get involved in organising school events to celebrate diversity. We hope that the pupils will bring a new perspective and raise issues they have noted and want to address. Furthermore, this give children an opportunity to connect and work together.

**Partnership**

We appreciate that positive change takes communication with others and support at all levels. We intend to make links and connections with partners in the community to support and advise us on projects and initiatives. We would welcome opportunities for Professional Learning for staff and support sessions with pupils. We would seek involvement of those with lived experiences to widen understanding.

**Appendix 1**

**Current Equality related legislation**

Equality Act (2010)

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

This Act brings together pre-existing legislation and covers the discrimination law for Britain which safeguards rights.

UN Convention on the Rights of the Child (1989)

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Lays out the rights that every child is entitled to and the Government’s responsibility in protecting these rights.

UNCRC (Incorporation) (Scotland) Bill (2020)

https://beta.parliament.scot/bills-and-laws/bills/united-nations-convention-on-therights-of-the-child-incorporation-scotland-bill

The main purpose of the Bill is to “incorporate” the UNCRC, which means it will make it part of Scottish law. This Bill was passed unanimously on 16th March 2021 and will now be incorporated into Scots law.

Children and young people Scotland Act (2014) <https://www.gov.scot/publications/children-young-people-scotland-act-2014-nationalguidance-part-12/pages/3/>

This is the major framework for child welfare and protection in Scotland and provides the basis for the National Practice Model (GIRFEC).

Human Rights Act (1998)

<https://www.equalityhumanrights.com/en/human-rights/human-rights-act>

This Act lists what rights we all are entitled to in the UK e.g. freedom from torture, right to an education and freedom of expression, religion and beliefs.

**Appendix 2**

**Further Support materials**

The following websites offer useful information and guidance and a range of resources that are available to everyone. A brief summary of what support and resources they offer.

<https://sway.office.com/F70KGPHRtL4jp1rB?ref=Link&loc=play>

This sway contains useful information and resources for all staff.

Holocaust memorial day:

<https://www.hmd.org.uk/>

Groups: Race, Religion/Belief, Sexual Orientation Resources to teach interactive lessons and assemblies about the Holocaust and genocide remembrance. Discusses how people were affected by the Holocaust.

Scottish travellers education program:

<http://www.step.education.ed.ac.uk/making-learning-relevant/>

Groups: Race, Religion/Belief Ideas and information about learning for young people from a mobile culture.

Anti-Racist Education Resources Collated list of various new anti-racist education resources <https://www.eis.org.uk/Anti-Racism/NewAnti-RacistEducationResources>

Show racism the red card:

<https://www.theredcard.org/>

Groups: Race This Charity Provides educational workshops and training sessions. Educators and ex-professional football players can be booked to visit schools and talk about racism. They produce educational resources and educational films which address a range of issues surrounding racism. They work across the whole of the UK. (Podcasts, magazines and newsletters are also available)

Stonewall:

https://www.stonewall.org.uk/about-us/stonewalls-history

Groups: Gender Reassignment, Sexual Orientation Provides information on LGBT+ issues including how to combat discrimination, hate crime, laws and rights.

Time for Inclusive Education

<https://www.tie.scot/>

Groups: LGBTI+ Resources for LGBT inclusion across the curriculum.

Centre for studies on Inclusion Education:

<http://www.csie.org.uk/>

Groups: Disability Offers training programs to help children become aware of disabilities.

Respect me:

<https://respectme.org.uk/>

Groups: Race, Sex, Sexual Orientation, Gender Reassignment Discusses bullying and gives advice for young people such as how to communicate with adults and vice-versa. Also informs on bullying in person and online and how to report it.

Stonewall Curriculum Guide: <https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf>

Groups: Gender Reassignment, Sexual Orientation Examples on how to encourage LGBT education through lesson ideas and activities.

For Scotland’s Disabled Children:

<https://www.fsdc.org.uk>

Groups: Disability Charity/ group provides other useful links relating to disability.

LGBTUA+ Initiatives:

<https://warwick.ac.uk/services/equalops/getinvolved/initiatives/lgbtua/>

Groups: Gender Reassignment, Sexual Orientation Offers support and guidance on being trans. Also includes group events and guides to gender neutral language and pronouns.

It's just everywhere-sexism:

<https://neu.org.uk/advice/its-just-everywhere-sexism-schools>

Groups: Sex Advice on how to deal with sexism and what sexist language looks like.

Age UK Equality Act:

<https://www.ageuk.org.uk/information-advice/worklearning/discrimination-rights/the-equality-act/>

Groups: Age Provides details on the Equality Act (2010) itself and how it applies. Suggests what to do if you are illegally discriminated against due to your age and also how the law protects individuals from age discrimination.

Equality and human rights commission:

<https://www.equalityhumanrights.com/en>

Groups: Disability, Religion, Age, Gender Reassignment, Race, Marriage Tells you all of the human rights and about the Human Rights Act. Helps with disability discrimination. An advice line has been provided.

See Me Scotland:

<https://www.seemescotland.org/young-people/resources/partner-resources/>

Groups: Disability (Mental Health) Provides resource packs and information to teachers on how they can educate young people about mental health in a respectful and well-rounded way. It also provides tool kits to help teachers deal with loss and bereavement and resilience in young people.

Make it count:

<https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count>

Groups: Disability (Mental Health) Provides podcasts and guides for pupils, parents and teachers. personal stories and current projects they are working on are also available on the website.

Stonewall Scotland - Glossary Of Terms

<https://www.stonewallscotland.org.uk/help-advice/glossary-terms>

Groups: Sexual Orientation, Gender Reassignment Provides insight through terminology.

GTC Equality and Diversity HUB

<https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx>

Groups: All The resources available are to support teacher professionalism and professional learning and are not learning and teaching resources for the classroom. By gaining greater knowledge and understanding of all types of bias teachers can then consider any necessary changes to their learning environment, their employers' policies and practice, and their learning and teaching materials to support equality and diversity.

Education Scotland - Embedding Equality in Resources: <https://education.gov.scot/media/0ddfwen2/equalitiesguidingprinciples.pdf>

Groups: All Suggestions of ways that teaching materials can promote Equality and Diversity.

Mentally Healthy Schools- Resource Library

<https://mentallyhealthyschools.org.uk/resources/>

Groups: All Variety of resources for differing age ranges on themes of Equality.

Talking Race - Podcasts Groups: Race Series of podcasts by Professor Vini Lander who leads CRED (Centre for Race, Education and Decoloniality) at Leeds Beckett University.

https://open.spotify.com/episode/0kUYEI3Ok2mH4Pw95tUjv4?si=LptHBJxpQ\_aBXV N4DY3Kdg

Race Equality Education Wakelet

Groups: Race This collection of wakelets signposts educators to a range of websites and resources which promote race equality education and ensure that all learners can flourish in an inclusive environment which actively promotes equality and tackles racism. <https://wakelet.com/wake/EKpqdexEpY3JoNdrlJp36>

Insight Groups: Race An eye-opening new report into the Black, Asian and Minority ethnic experience in Scottish Schools. This report summaries how young people in Scotland perceive and experience secondary school education.

<https://interculturalyouthscotland.org/in-sight-report>