



Equality and Diversity Policy



CONTENTS PAGE

- 1. Policy Statement and Rationale including School Context**
- 2. Background and Legislation**
- 3. Aims and Key Principles**
- 4. Equalities and Diversity Curriculum Entitlement (including resources)**
- 5. Leadership and Professional Learning**
- 6. Monitoring and Quality Assurance**
- 7. Reflective Questions**

1. Policy Statement and Rationale including school context

Ceres Primary School and Nursery is committed to providing diverse and inclusive learning experiences for all learners, while ensuring representation of all of our families and the wider community.

This policy has been created in consultation with pupils, families and staff and will be amended as we continue to work collaboratively to ensure equity for all.

Fife Council Education Services is committed to equality and fairness, and our legal duties, obligations and associated responsibilities within the Equality Act 2010 across all our schools and early years establishments. We want to ensure that equality is embedded in all our establishments and that our values and cultures promote equalities. We want all our children and young people, staff, families and partners to feel highly valued and be treated fairly. We strive towards creating learning environments that reflect the diversity of the school communities, both within the curriculum and in our workforce. We want everyone to have positive experiences and opportunities and recognise their contribution as global citizens to a world free from discrimination and one that promotes justice for all.

Our Equality policy seeks to ensure that we are regularly thinking about how we are taking forward equality in our roles within Ceres Primary School and Nursery to ensure positive change, equality and fairness. It will encourage all to reflect on their commitment, activities and culture and how to adapt to a continually changing and rapidly evolving society. In taking forward our Equality policy we are continuing to support the aim of creating a nurturing school where children and staff feel respected and included. We want to continue to celebrate the diversity of our community across the protected characteristics (age, disability, gender, marriage, etc.)

This policy should be read in conjunction with other school policies and guidelines particularly the school's anti-bullying policy.

Our School Context

School Roll	101 pupils across 5 primary classes 24 pupils in the nursery class, term-time, capped at 24		
FME	7%		
SIMD Profile	6.9		
Attendance (%)	Overall 95.53%	Authorised 3.28%	Unauthorised 1.19%
Exclusion (%)	0		
Attainment Scotland Fund	£11,880		
Cost of the school day statement	We recognise the need to reduce the Cost of the School Day for all our young people and particularly for our young people who are already experiencing poverty. We examine the school day through the following headings; Uniform, School trips, Travel, Eating, Learning, Home learning, and Clubs. • Uniform: We promote the school clothing grant through fortnightly newsletters and at the P1 Information Session. We share promotions run by our school uniform providers (e.g. 20% off), and promote uniform recycling through our Uniform Exchange rails in school. • School Trips: We minimise costs of school trips through support from our Parent Council and applications for funding. • Travel: To support any costs connected to school excursions we try to use the Under 22s Free travel Cards. Clerical staff offer support to parents in applying where needed. • Eating: All children in Primary 1-5 have access to free school meals. Free school meal grants are promoted to all families. Snack is provided for children who do not have a snack. • Learning: Pupils and families are not required to provide any resources for learning. • Home Learning: Digital Devices are provided for children who do not have access to them at home. Families are reminded of device availability in our fortnightly newsletters. • Clubs: A wide range of after school clubs allow our children to participate in sports and activities to widen their experiences and support wellbeing, all of which have no cost attached to them.		

At Ceres Primary School and Nursery, we aim to provide a nurturing, safe place where each child can grow in confidence and understanding, developing skills for life through a stimulating, learning environment. Our positive, welcoming ethos has been recognised by a range of visitors to Ceres Primary School and Nursery and we firmly believe that this is the foundation upon which successful learning is built. Staff invest time in getting to know our children and relationships are at the heart of our practice.

The school is committed to provide equality and excellence for all in order to promote the highest possible standards. The core vision on which the policy is based include:

- a culture of respect for others
- promoting equality and social justice
- a community where pupils are well prepared for life in a diverse society

These align with our school's values



Values:
Kindness, Courage, Respect & Responsibility

Honesty
(UNCRC ARTICLE 29)

Respect
(UNCRC ARTICLE 31) **Achievement**



Kindness
(UNCRC ARTICLE 3)

Achievement
(UNCRC ARTICLE 28, 29)

Rights Respecting Schools

We recognise that our work in school to promote equality and diversity is rooted in human rights and is 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.

As a Rights Respecting School we put children's rights at the heart of school policy and practice and understand that a child's knowledge of rights not only sets standards that children can expect, but also empowers children to challenge when these standards are not met.

Our pupils

- Know about rights
- Can exercise their rights
- Feel valued
- Can recognise the rights of others

GIRFEC

Our school is committed to ensuring the wellbeing of every child and we use The Getting it Right for Every Child (GIRFEC) approach to support our children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.

At home, in school or the wider community, every child and young person should be:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included



2. 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 Fife 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 and religion
- Sex
- Sexual Orientation

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

HGIOS 4 (Education Scotland)

Quality Indicator 3.1 outlines the need for school to comply and actively engage with statutory requirements, the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. Learners should be included, engaged and involved in the life of the school and supported to do their best.

Aims and Key Principles

Roles and Responsibilities

All school staff work to professional standards that focus on equality and diversity.

Professional Values GTCS [Document > The Standard for Full Registration \(gtcs.org.uk\)](https://www.gtcs.org.uk/standards-for-registered-teacher)

SSSC [SSSC Codes of Practice - Scottish Social Services Council](https://www.sssc.org/standards-for-registered-teacher)

All school staff are responsible for:

- Promoting equality and a collaborative ethos in the classroom/playroom
- Developing school/class rules which challenge discriminatory behaviour
- Modelling good practice and being positive role models
- Proactively supporting learners if they face discrimination or inequalities linked to a protected characteristic
- Reporting discriminatory incidents following recording and reporting procedures as outlined in Chapter 7 of Revised Anti Bullying Strategy 2019 [2Mb]
- Recognising and tackling bias and stereotyping
- Promoting equality and social justice
- Undertaking CLPL opportunities to keep up to date with the law and practice on equality
- Providing a fully inclusive and diverse curriculum, ensuring all our learners and families feel represented and valued
- Considering the resources being used throughout the school and to ensure that these provide representation of all our pupils, families and the wider community
- Working collegiately, sharing good practice to ensure consistency throughout the school and sustainability of practice
- Addressing prejudiced-based language and behaviour and to monitor and report incident of prejudice and discrimination
- Keeping up to date with policy and legislation on Equality and Diversity

What is expected of pupils at Ceres PS?

- To show respect and tolerance for all
- To share any worries they may have, in a safe way and support others being treated unfairly
- To promote school values
- To act in line with their class charter created in collaboration with their classmates and teachers

Partners and visitors are responsible for:

- Supporting the school's equality ethos
- Sharing concerns or issues with senior staff
- Encouraging their children to uphold equality values and principles outside of the school environment
- Supporting the school's equality ethos
- Sharing concerns or issues with senior staff

4. Equalities and Diversity Curriculum Entitlement

Curriculum for Excellence - Addressing Equality and Diversity through The Four Contexts for Learning



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 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.

At Ceres PS the following table shows examples of how equality and diversity are promoted in a variety of discreet subjects or interdisciplinary learning.

Curricular Areas and subjects • English Language: Identified texts that explicitly explore Diversity and Equality • RMPS Programme of Study • 1+2 Languages programme • HWB Programme of study	Ethos and life of the school as a community • Inclusive Values and Vision • Curriculum Rationale
IDL - Interdisciplinary learning • Contexts for Learning • Cross-stage Leaderships Groups • Buddies	Opportunities for Personal Achievement • After school or lunchtime clubs • Leadership opportunities – individual roles and groups • Leading learning

Curriculum Resources

Listed below are some examples of curricular resources which can be used to promote equality and diversity and used to deliver engaging lessons.

Rights Respecting Schools Across our cluster, all schools are committed to a Rights Respecting Journey. Detailed guidance on gaining the different levels of award can be found using the following link as well as engaging resources for class learning and assemblies.

- [The Rights Respecting Schools Award | UNICEF UK](#)

The cluster also have access to Diversity library which is located in Dairsie Primary School. The list of books available are available in the Cluster Teams page.

Education Scotland Resources and support produced by Education Scotland can be found here.

[Informed Level | Inclusion, Wellbeing and Equalities Professional Learning Framework | Resources | Education Scotland](#)

[Equality and Equity Toolkit | Resources | Education Scotland](#)

[Scotland's Curriculum – Promoting Anti-Racist Education in Scotland \(glowscotland.org.uk\)](#)

Other useful links

[Fife Headteachers Anti-Racism Conference \(padlet.com\)](#) Shared at Headteacher Conference May 2024

[Topic Planners – Scotdec](#)

[Seeds for Change – Highland One World](#)

[Signposts for Global Citizenship \(signpostsglobalcitizenship.org\)](#)

[Child Rights | The Rights of Children and Young People - CYPCS](#)

[Technical Guidance for Schools in Scotland \(equalityhumanrights.com\)](#)

[Equality and diversity \(gtcs.org.uk\)](#)

5. Leadership and Professional Learning

In order to nurture an ethos that values equality and diversity in our school, it is imperative that the responsibility is recognised among all members of staff. In order to achieve equality and fairness

Staff at all levels will engage with Professional Learning which supports confidence, skills and awareness of how to effectively address and report any prejudice, unconscious bias and/ or discrimination.

It is vital that staff at all levels are aware of barriers to learning and participation pupils and families face as a result of prejudice and discrimination and how to effectively combat this. It is also important to realise that members of staff can also face prejudice and discrimination based on one or more protected characteristics.

Our commitment:

- To recognise that to treat someone or a group of people unfairly as a result of prejudice or discrimination infringes on their human rights.
- To ensure all members of staff complete equality and diversity training on an annual basis.
- To encourage GTCS registered members to focus on the standards of social justice as well as in other areas.
- To promote opportunities to engage in Equality and Diversity based professional learning, in order to build knowledge and skills to implement these values in the classroom.
- To encourage contribution from colleagues, pupils and families with protected characteristics in the development of professional learning materials.
- To take on board feedback from staff, pupils and families on an annual basis, in line with HGIOS, in assessing our performance on equality matters.
- Our school management will take on full responsibility for ensuring the implementation and review of this equalities policy.

6. Monitoring and Quality Assurance

Monitoring across our Bell Baxter Schools include:

- Whole staff engagement with mandatory E&D Oracle Modules including How We Work Matters
- Professional dialogue via SLT/staff group strategic and operational discussions.
- Day to day monitoring
- Planning and tracking meetings
- Staff PRD
- Monitoring of reporting via SEEMIS Anti-Bullying module and annual CP audit
- Ongoing self-evaluation activities

7. Appendix – Reflective Questions

This Appendix to the School Equality and Diversity Policy provides examples of reflective questions for schools to consider how well they are improving their promotion of diversity and equality.

They are intended to be used as a starting point to stimulate and inform discussion and debate with a view to raising confidence in understanding diversity and equality and promoting improved outcomes and to assist in the completion of the Checklist.

Reflective Questions

- How successful is our school in welcoming all learners and parents irrespective of their race; disability; gender and gender identity; religion or belief; or sexual orientation?
- Is there an identified senior member of staff (Equality and Diversity Coordinator) with responsibility for coordinating the implementation of the equality and diversity policy?
- How does the school ensure that all staff understand and implement the key requirements of the equality and diversity policy?
- Does the school collect information on race, disability and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training? Is this information used to inform the lessons plans, additional support, training and activities the school provides?
- How does the school ensure it improves accessibility for pupils, staff, parents or carers, and visitors to the school – this would include physical access, language barriers (including BSL), information in suitable formats?
- Is the school able to provide additional support to ensure all pupils achieve the same outcomes and ensure barriers to learning and all school related activities are addressed?
- How does the curriculum include positive opportunities for all pupils to understand and celebrate diversity and difference?
- Do staff use the health and wellbeing experiences and outcomes, including social, emotional and mental wellbeing to recognise, value and promote diversity?
- Are all groups of pupils encouraged to participate in school life and/or the wider to community and make a positive contribution, e.g. through assemblies and the pupil council?
- Does the school monitor reported incidents of prejudice-based bullying and harassment of pupils and take action if there is a cause for concern?
- How does the school ensure there is an ethos and culture of inclusion, participation and positive behaviour across the school? Are staff and pupils encouraged to challenge negative attitudes and prejudice related to different groups? 15
- Do school materials, visual displays and multi-media resources reflect the diversity of the wider Scottish community?
- Are minority ethnic, disabled and both male and female role models and those of vulnerable groups promoted positively in lessons, displays, discussions and assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week, One World Week etc. to raise awareness of issues around equality and diversity?

- Is the parent council is representative of the community it serves?
- Do learners, parents and carers and staff feel that they are treated with respect and in a fair and just manner?
- What opportunities do learners have to explore the rights to which they and others are entitled? How successful are they in exercising these rights appropriately and accepting the responsibilities that go with them? How well do they show respect for the rights of others?
- How does the current improvement plan ensure progressive development of the school's work on education about differences among people?
- How effectively do we track and monitor the contribution learners make to their school community to ensure it is one which values individuals equally and is a welcoming place for all?
- How effectively do we work towards eliminating discrimination, advancing equality of opportunity and fostering good relations among different individuals and groups?