

Limekilns Primary School



Diversity, Equality and Inclusion Policy

Introduction

“2030 is a Scotland where people are healthier, happier and treated with respect, and where opportunities, wealth and power are spread more equally.”
(Race Equality Framework for Scotland 2016-30)

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.

Aims of Policy



This document aims to share with our school community our approach to ensuring a shared understanding of diversity and equality. It also aims to set out how at we effectively build a school community which actively challenges racism, eliminates discrimination 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).

Information about The 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.
- The protected characteristics are defined as: Age; Gender; Disability; Gender identity or reassignment; Marriage and civil partnership;

Pregnancy and maternity; Race and ethnic origin, including colour; Religion or belief; Sexual orientation.

We recognise our obligations under The Equality Act (2010) and are committed to promoting the equality and diversity of all those we work with including our children, staff and visitors.

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.

At Limekilns Primary School we promote diversity and equality through our curriculum and school ethos and we celebrate positive attitudes and behaviours. We always aim to demonstrate our commitment to diversity, equality and inclusivity through our work with children and families.

We all have a responsibility:

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 is being treated unfairly.

Limekilns Primary School Staff:

- build positive, trusting relationships with children
- allow children time to talk and share concerns when they arise
- be aware of and look for opportunities to incorporate equality related issues each day
- 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:

- promote 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.

- Ensure there is a clear system in place for recording and reporting discriminatory incidents. All incidents are recorded on SEEMIS in line with the local authority policy.

These responsibilities sit well alongside our school's aims of

- Love learning
- Learn how to get on with others
- Learn how to look after ourselves
- Learn about the world and how to look after it

These aims are fundamental to the life and work of our school. Any actions, words or attitudes which show a lack of respect for others will be taken seriously. Instances of discrimination and bullying will be dealt with firmly and sensitively (see our Anti-Bullying Policy). Our approach to wellbeing means we aim to educate and support children to understand their responsibility towards others, feel heard and valued and learn from their experiences.

Curriculum

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

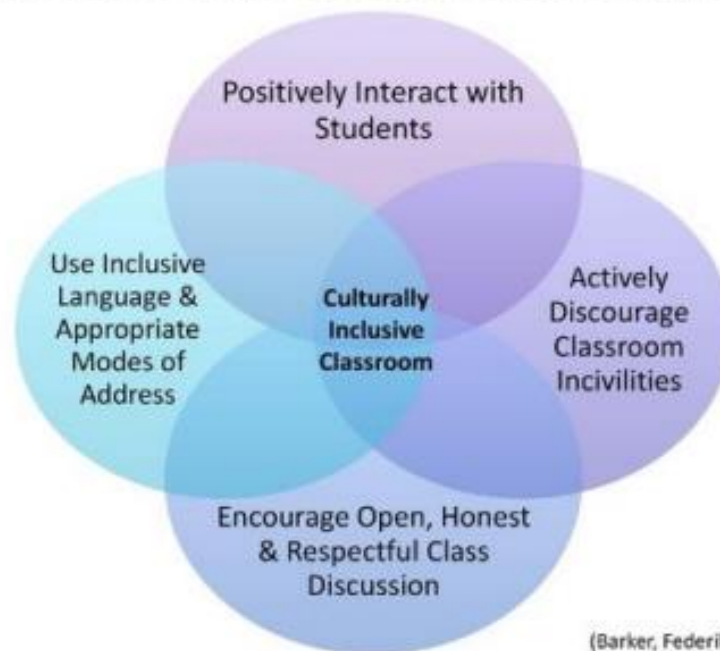
3.1 'A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.'

Through our curriculum:

- We stress the contribution and achievements of all individuals and cultures, actively challenging bias and stereotyping.
- Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim
- Provide inclusive and accessible supports to meet children's needs

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. We strive to ensure play, resources and learning opportunities are gender neutral. Curriculum 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 at all stages.

4 Components of Creating a Culturally Inclusive Classroom Environment



Awareness training for staff

Education Psychological Services have led professional learning opportunities for 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.

Professional learning within our school, relating to attachment, has further provided staff with knowledge and understanding of attachment theory and impact on the child, which has contributed to shared understanding and language across the school. Our approaches for building positive relationships and supporting children's emotional wellbeing provide a solid foundation on which to continually reflect and improve the ways that we promote diversity, equality and inclusion.

