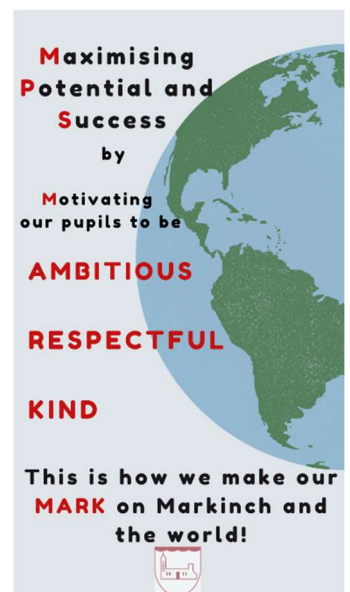
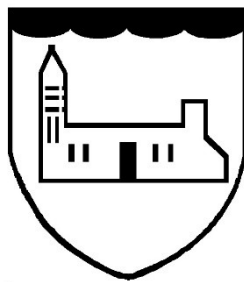


Markinch Primary and Nursery School Equality & Diversity Guidance



INTRODUCTION AND RATIONALE

The purpose of this guidance is to set out clear procedures, structures and expectations to ensure safe, inclusive, diverse and supportive environments where children and young people can flourish.

FIFE EQUALITIES & DIVERSITY STRATEGY AIM

In MPS we are fully aligned with the aim of the directorate which is;

No child, young person or colleague should be disadvantaged or denied the opportunity to fulfil their potential due to their family circumstances, health, gender, sex, sexual orientation, race or ethnicity.

VISION AND AMBITION FOR POLICY

Equality is something that permeates our entire curriculum. This is demonstrated in our Curriculum Rationale and school Vision and Values.

Our Vision and Values are;

Maximising Potential and Success by Motivating our Pupils to be Ambitious, Respectful and Kind. This is how we make our MARK on Markinch and the world.



Our Vision and Values were refreshed in 2024 and reinforce our ethos of togetherness, appreciation and tolerance of others.

Our values of Respect and Kindness are integral to the success of this Equalities and Diversity guidance, as we understand every one of us has a role in supporting and upholding these.

We believe that it is through the Relationships we have with each other, we demonstrate that we strive to be an inclusive and equitable school and nursery. Relationships are crucial in creating the sense of community and belonging that is important to us. We pride ourselves on the welcoming and inclusive ethos we have created across the school and nursery.

We value all of our learners equally and recognise their individual differences and strengths. It is our duty to challenge discrimination and prejudice.

EQUALITY ACT

Everyone is protected against discrimination by the Equality Act 2010 because of the protected characteristics we all have. The Equality Act defines the following protected characteristics:



EQUALITY is about ensuring everybody has an equal opportunity and is not treated differently or discriminated against because of their characteristics.

DIVERSITY is about taking account of the differences between people and groups of people and placing a positive value on those differences.

INCLUSION is about recognising diversity and enabling all children to achieve their full potential.

“...an inclusive approach recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people.”
(Scottish Government, 2019:3).

HOW GOOD IS OUR SCHOOL (HGIOS 4)

How Good is Our School makes reference to the equity and inclusion in the following quality indicators and we have identified our aims in terms of these.

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

In our diverse school community, our aim is that all children and young people will be:

- fully included, engaged and involved in the life of the school
- treated fairly and with dignity and compassion
- listened to and able to make positive contributions which shape an ethos of equality and inclusion

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

In our diverse school community, our aim is that all children and young people will experience a curriculum that:

- positively reflects their identities, languages, cultures and histories
- is delivered with cultural awareness and sensitivity, using high quality resources
- develops critical literacy

This is underpinned by law in **The Children and Young People (Scotland) Act 2014**, which put the UNCRC into a Scottish statute for the first time. It encourages Scottish Ministers and public bodies to consider the children’s rights and requires them to prepare reports on what they are going to do with children’s rights.

AIMS AND KEY PRINCIPLES

- To create a sense of belonging for our entire school and nursery community.
- To value diversity and where every member of our school and nursery community can thrive.
- To build a school and nursery climate where diversity is welcomed, celebrated and understood.
- To create an inclusive environment, where each child is supported to learn and have their identities recognised, valued and respected. Where every child can feel safe, secure and treated fairly.
- Do our best to remove barriers to learning or ensure everyone gets the supports they need.

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

- To avoid unlawful discrimination, harassment and victimisation on the grounds of protected characteristics, unrelated criminal offences, trade union membership or non-membership, caring responsibilities, or other characteristic unrelated to employment
- To advance equality of opportunity and foster good relations between individuals with different equalities characteristics
- To ensure our policies and decision making supports equality of opportunity and ensures there is no adverse, disproportionate or unjustifiable impact on equalities characteristics
- Provide equality and diversity information and training to staff and build awareness and understanding of equalities in employment.

BULLYING AND HARASSMENT

We will not tolerate any form of discrimination, harassment, bullying or victimisation. This includes any unwanted behaviour related to gender, gender reassignment, race, religion, sexual orientation, disability, nationality, age or any other reason. Further details are provided within our Anti-bullying Policy.

SUPPORTING LEARNING

Ensuring learning is appropriately supported is a key element to ensuring equality and inclusion. We are committed to ensuring that all pupils have access to a continuum of support to allow us to meet a range of additional support needs. Further details of how we do this can be found in our Support for Learning Policy. This is also underpinned by law: **Support for Learning (Scotland) Act, 2004 and 2009.**

POSITIVE RELATIONSHIPS AND ETHOS

Our Positive Relationships and Ethos Framework sets out how we aim to be inclusive and provide equitable support for our learners, through the relationships we foster with children, families, staff, the community and wider agencies. It also acknowledges the importance of providing a welcoming and inclusive the ethos across the school.

EQUALITIES AND DIVERSITY CURRICULUM ELEMENT

Equality and Diversity is a Curriculum Entitlement and an expectation of the National Curriculum:

Scotland's Curriculum is designed to be 'a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities'.
(Scotland's Curriculum)

Our school has a commitment to Equality and Diversity as an important cross cutting theme across the curriculum.

Some key activities to ensure this include

- Use of RSHP material, particularly sections on Similarity, Diversity and Respect, A Fair and Equal Life for Girls and Boys and Emotional Wellbeing and Body Image.
- Equitable leadership opportunities for all to participate in a range of Pupil Leadership Groups. Such as Learning Council, RRS Group, Sports Committee, Junior Leaders.
- Targeted inclusion work, such as Together We Can, BMT and Physical Literacy to support the development of resilience and self-worth.
- Use of The Circle Framework and Up, Up and Away, which are toolkits to support inclusive practice
- Library provision – ensuring there is access to texts that are diverse and representative
- Nurture activities to support social and emotional wellbeing, so that mental health does not become a barrier to engagement and participation – See Nurture Toolkit and Time to Talk referral process.

STAFF PROFESSIONAL LEARNING

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

Equality and diversity is mandatory learning for all staff in the council and must be completed every **three years**.

This learning covers:

- What the protected characteristics are
- The meaning of harassment, discrimination and bullying
- How to avoid harassment, discrimination and bullying in the workplace

Managers are responsible for ensuring all employees have completed their mandatory learning

Employees are responsible for completing their mandatory learning within the required timescales.

The following additional Equality and Diversity eLearning modules are also encouraged and available via Oracle

- An Introduction to Harassment, Victimisation and Bullying in the Workplace
- Harassment, Victimisation and bullying in action activity
- Direct and Indirect Discrimination

MPS staff also have direct access to the following self led professional learning opportunities;

[Promoting race equality and anti-racist education | Resources | National Improvement Hub](#)

<https://education.gov.scot/professional-learning/leading-professional-learning/inclusion-wellbeing-and-equalities-framework/informed-level/>

Resources for staff;

[Fife's Nurture Nook - Virtual Library](#)

MONITORING AND QUALITY ASSURANCE

Monitoring the implementation of this policy and ensuring quality of provision will be undertaken through the following practices,

- Evidence and reflection on self- evaluation to inform whole school strategy – Classroom visits, observations, Learning Partnership visits
- Monitoring of reporting via Child Protection protocols and examination of data trends from Power Bi Bullying report. SEEMiS Anti-Bullying module

- Professional dialogue which includes strategic and operational discussions – SLT Meetings/ Staff Development Nights/In-set Days/PSA meetings/Assemblies.
- Whole staff engagement with mandatory professional learning E&D oracle modules – 3-year cycle
- Equality and diversity included in induction process for all new staff
- Day to day monitoring by school leadership team.
- Policy Review to take place every 2 years

SEE FIFE COUNCIL GUIDANCE FOR FURTHER INFORMATION

[Fife Council Equality and Diversity Guidance](#)

USEFUL LINKS

[Protected characteristics | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

[Equality Act \(2010\) | Research | National Improvement Hub \(education.gov.scot\)](#)

[Equality and Equity Toolkit | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

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

[Equality and Diversity - The General Teaching Council for Scotland \(gtcs.org.uk\)](#)

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

[Scotland's Curriculum – Promoting Race Equality and Anti-racist Education \(glowscotland.org.uk\)](#)

[Secondary education resources | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)

[Improving Gender Balance Self Evaluation Framework \(education.gov.scot\)](#)

[Teaching in a diverse Scotland - increasing and retaining minority ethnic teachers: 3 years on - gov.scot \(www.gov.scot\)](#)

[Fairer Scotland Duty: guidance for public bodies - gov.scot \(www.gov.scot\)](#)

[Equality Impact Assessments \(EQIAs\) \(education.gov.scot\)](#)

[Home - The Promise](#)

[How good is our school? \(4th edition\) \(education.gov.scot\)](#)

[How good is our early learning and childcare? \(education.gov.scot\)](#)

[How we work matters \(sharepoint.com\)](#)

[Embracing-Differences-Guidance-190827-FINAL.pdf \(centreforequalities.org.uk\)](#)

Guidance updated on: 20.1.26

By: Katherine Easson (Headteacher)

Next review – January 2028