

St. Leonard's Primary School



Equality and Diversity Policy

March 2026

Introduction and Rationale

Fife Equality & Diversity Strategy Aim:

'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.'

Equality

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

Diversity

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

Rationale

Our Equality and Diversity Policy has been created to ensure that everyone:

- ✓ recognises and is committed to meeting our obligations under the Equality Act 2010
- ✓ understands the importance of safeguarding learners through a sustained and relevant focus on Equality and Diversity across the totality of the curriculum
- ✓ understands the importance of protected characteristics and legislative requirement to safeguard these
- ✓ understands that Equality and Diversity is embedded as part of the United Nations Convention on the Rights of the Child (UNCRC) and that every child should be valued and respected as an individual
- ✓ is working collaboratively to include all of the school community
- ✓ appreciates families may require varying levels of support
- ✓ promotes and facilitates a culture and ethos of equality and diversity (GTCS Professional Standards requirement)
- ✓ has respect for all
- ✓ believes everyone matters
- ✓ takes time to listen and act on the voice of those with 'lived experience'
- ✓ Our school is committed not only to promoting equality but to actively practising anti-racism. This means recognising and challenging structural, institutional, and interpersonal racism wherever it appears, and ensuring that learners' experiences are heard, valued, and acted upon.
- ✓ We work to ensure that race equality is embedded across our curriculum, our environment, our decision-making and our relationships.

Ethos, vision, and values

We have an inclusive, nurturing ethos which is evident throughout the school and commented on regularly by visitors and partners. Our shared vision of *'Inspire, Believe,*

Together We Achieve' is reflected in our day-to-day behaviours, our interactions, our school environment, and our curriculum rationale. Relationships across the school community are very positive and supportive. Staff have high expectations of our learners.

Our nurturing approach ensures that positive, respectful relationships are promoted and encouraged within the learning environment and playground. All staff are approachable and work effectively to ensure they create an environment where pupils feel safe, secure, valued, and listened to.

Within a nurturing environment we aim to provide a curriculum that meets the needs of all our learners and supports them in developing skills for life, learning, and work. All learners are provided with experiences which will enable them to develop, transfer, and apply skills across all areas of the curriculum.

We recognise that positive representation and cultural visibility are essential for creating a sense of belonging. We therefore ensure that our environment, resources, curriculum, and celebrations reflect the diversity of our school community, Scotland, and the wider world.

The following national legislation, guidance and documents support us in the work that we do:

[Protected characteristics | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com)

[How good is our school? \(4th edition\) \(education.gov.scot\)](https://www.education.gov.scot)

[Child Rights | The Rights of Children and Young People - CYPCS](https://www.cypcs.org.uk)

[Equality and Diversity - The General Teaching Council for Scotland \(gtcs.org.uk\)](https://www.gtcs.org.uk)

[What is the Equality Act? | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com)

[Principles - Anti-racism in education: commitment and guidance - gov.scot](https://www.gov.scot)

[Schools - addressing racism and racist incidents: guidance - gov.scot](https://www.gov.scot)

Scope of Policy

This policy applies equally to current members of the School community, including pupils, staff, parents/carers, and visitors. It has been created to provide consistent advice on promoting equality and diversity and addressing inequality and discrimination through positive action. The School is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under The Equality Act 2010 and takes consideration of the views and beliefs of all our children and families.

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 Any behaviour, comments or attitudes (including ‘banter’) that undermine or threaten an individual’s self-esteem on these grounds will not be tolerated.

Addressing Racism and Racist Incidents

The school follows the Scottish Government’s Addressing Racism and Racist Incidents in Schools guidance to ensure that all concerns relating to racism are responded to consistently, transparently and in partnership with families. This strengthens our existing commitment to “a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic” and supports our duty to safeguard the wellbeing and dignity of every learner.

Racist incidents will be recorded, monitored, and reviewed through SEEMiS and school systems, ensuring that responses are robust and that patterns are identified and acted upon. This aligns with our existing commitment that “race-related incidents are monitored, analysed for patterns, and acted upon with clear follow-up communicated to families.”

Individual and collective responsibilities:

It is the Senior Leadership Team’s responsibility to:

- Ensure effective implementation of this policy and its procedures
- Ensure that all staff are sufficiently aware and trained within equality & diversity
- Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents/carers, or visitors
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimization, or harassment
- Ensure that race-related incidents are monitored, analysed for patterns, and acted upon with clear follow-up communicated to families.
- Ensure the curriculum and school environment reflect a diversity of racial and cultural identities.
- Ensure that all visitors and contractors are aware of, and comply with, this policy
- Monitor school data to identify where bias may be playing a role in decisions or outcomes, a number of areas will be routinely monitored
- Regularly review and update this policy (annually) and ensure it is accessible to all members of our school community

It is the responsibility of all staff to:

- Positively role model inclusive and anti-discriminatory behaviour, including a spirit of reflection and willingness to be open to challenge
- Support and participate in any measures introduced to promote equality, diversity and inclusion and report any issues associated with equality and diversity in accordance with this policy
- Be alert to and actively challenge any forms of discrimination, victimization, harassment, or bullying, including banter
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, harassment, and victimisation from taking place
- Make effective and reasonable adjustments where appropriate to meet the individual needs of staff, pupils, and visitors
- Recognise and address racial bias in teaching materials, interactions, expectations, or assessment.
- Use anti-racist language, challenge stereotypes and create a learning environment where pupils feel confident to talk about identity, race, and fairness.
- Engage in ongoing professional learning related to anti-racism.

It is the responsibility of pupils to:

- Positively promote inclusive and anti-discriminatory behaviour, including a willingness to reflect on attitudes and/or behaviours and be open to challenge
- Support any measures introduced by the school to promote equality, diversity and inclusion and report any issues associated with equality and diversity to their class teacher, support staff, or senior leadership team
- Be alert to and actively challenge any forms of discrimination, victimization, harassment, or bullying. This includes identifying and using the school's reporting systems to challenge bias and stereotype within the curriculum and in the school's culture, taking all reasonable steps to prevent discrimination, harassment, and victimisation from taking place
- Promote inclusive behaviour through respecting people of all races and cultures and challenging racist language or behaviour when safely able to do so.

Inclusion within the life of the school

No pupil or staff member should be made to feel uncomfortable because they differ from the majority, e.g. in ethnic or social background, in terms of academic ability, neurodiversity, being from financial disadvantage, having English as an additional language or a special educational need and/or disability. Pupils with particular areas of disadvantage, Special Educational Needs and Disabilities will be given assistance to achieve their potential by differentiation of tasks, positioning in the classroom, equipment that supports academic progress and additional support where appropriate.

This policy works in conjunction with a range of internal school policies and procedures, including:

- Child Protection, Safeguarding and Wellbeing Policy
- Positive Relationships, Behaviour and Anti-Bullying Policy
- IT Acceptable Use Policy

- Staff Recruitment Procedures
- Pastoral Care
- Seemis – Bullying and Equalities Module
- Power BI Bullying Report

Aims/Key Principles

Our aims (created in consultation with our school community)

- ✓ Teachers/staff in the playground spread out in different areas to help us and to be able to help with any playground incidents.
- ✓ Develop a whole-school script for staff to use when supporting dysregulated pupils and to encourage safe behaviour.
- ✓ Continue to embed rights respecting learning throughout the school.
- ✓ Develop a script for staff to use when modelling respectful language and encouraging pupils to be respectful to others.
- ✓ Start a pupil council next session with pupils from P3-7 to gather and act on views.
- ✓ Have more groups throughout the school which take pupil views into action (eco group, road safety, playground committee etc.)
- ✓ Opportunities for sharing wider achievement and individuality from outside of school.
- ✓ Links to rights-based learning throughout curriculum, ensure it's embedded across the school community.

To achieve our aims, we will work together to:

- Involve, where reasonably practicable, all members of the school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies, and procedures
- Publish and share school policies to the whole school community through our website
- Collect and analyse data (such as attendance, recruitment data, attainment data, engagement in school and community initiatives, pastoral records) to monitor any potential disadvantage amongst the pupil or staff body and to ensure processes are bias-free
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning or pastoral support needs and/or disabilities a pupil may have
- Offer a broad, balanced, and appropriate curriculum that provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive
- Ensure the wider school curriculum promotes and celebrates equality and diversity, remaining aware of a hidden curriculum and agenda and subjects that may suggest unconscious gender bias
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- Actively challenge stereotyping, bias, and discrimination within all aspects of school life and literature, ensuring we learn from these experiences
- Work in partnership with staff, families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination, recognising that inclusion

cannot be realised without the involvement and commitment of all members of the school community

Equalities and Diversities Curriculum Entitlement

Curriculum

Our anti-racist curriculum aims to normalise racial diversity, highlight contributions of people from a wide range of backgrounds, and teach pupils to recognise, talk about and challenge racism. Curriculum areas will be reviewed to ensure that resources do not reinforce stereotypes or centre only one cultural perspective.

The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying, and raising attainment for traditionally and newly disadvantaged groups.

The principles of equality and diversity are embedded in our academic and wider curriculum.

There is a whole school commitment to Equality and Diversity as an important cross cutting theme across the curriculum.

The curriculum will aim to:

- Normalise diversity in the content and examples used
- Stress the contribution and achievements of all kinds of 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 activities, including educational trips and cross-curricular provision. Resources and activities should be monitored for possible bias, reinforcing stereotypes and ethnocentric elements.

Whole school approaches:

Rights Respecting School

Emotion Works

Health and wellbeing

Pupil leadership groups

Leadership and Professional Learning

The success of the Equality and Diversity Policy is closely linked to the provision of relevant training. Professional development involves a continuous process of learning involving self-development, encouragement, and motivation.

The school will endeavour to:

- enhance and develop the skills, knowledge, and abilities of existing employees to realise their full potential, irrespective of background or employment status
- promote greater awareness of equal opportunities and the contribution made by our staff, parents/carers, pupils, and wider community
- Equip staff with the skills to provide personal and organisational solutions to discriminatory practices and behaviour and to promote inclusive behaviour generally
- Ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of our Equality and Diversity Policy
- Respond to changing and emerging training needs, providing opportunities for reflection, feedback, and shared learning
- Ensure that 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

Monitoring and Quality Assurance

- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate discrimination
- This policy document will be reviewed and publicised, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local, and organisational policy, guidance, and practice
- Evidence and reflection on self- evaluation to inform whole school strategy – e.g., learning visits/ walk throughs, wellbeing concerns, CP concerns, examination of data trends from Power Bi Bullying report
- Monitoring of reporting via SEEMiS Anti-Bullying module
- Whole staff engagement with mandatory professional learning E&D oracle modules
- Professional dialogue via department, faculty, ELT, and SLT strategic and operational discussions
- Day to day monitoring by school leadership team
- Race-related incidents and concerns will be monitored through SEEMiS and school systems and reviewed as part of ongoing self-evaluation. Data will be used to ensure that responses to racism are robust, consistent, and transparent.
- Regular audits of resources, displays and curriculum plans will be conducted to ensure representation and anti-racist practice.

Pupil voice

1. My school helps me to feel safe by...
 - Having safe spaces to go to if we need them (HUB, SfL base, sensory room, blue room, dens in the main hall)

- Having sensory items available
 - Having staff who we feel comfortable talking to about any issues we have
 - Having staggered break times
 - Taking issues of racism and discrimination seriously.
2. My school helps me to understand and respect other people by...
- Teaching us about disabilities and other countries, religions etc. in class
 - Sharing videos as assembly
 - Reminding us about our listening skills and how to be ready to learn
 - Teaching about children's rights (RRSA – Bronze achieved)
3. My school listens and acts on my views by...
- Asking us to complete surveys (e.g. HWB)
 - Having pupil focus groups to talk about specific things (learning, RRS, etc.)
 - Listening to both sides after a disagreement or argument
4. Pupils at this school are recognised as individuals by...
- Having different jobs in class for people (differentiation in learning and teaching activities)
 - Supporting people with disabilities
 - Recognising achievement in class and at assemblies (Leo Learners, Super Stars, Weekly Reviews showcasing pupil work etc.)
 - Having pupils join a 'Dyslexia Heroes' groups which helps to showcase the positives of dyslexia as well as understanding the struggles, older pupils support younger learners.
5. My school deals positively with bullying by...
- Getting the headteacher to talk to pupils to help sort out a problem.
6. Teachers and pupils are fair and show respect by...
- Using 'one-voice' and other listening skills
 - Listening to each other
 - Reminding us about giving each other space and to be kind
 - Using lolly-pop stick or name randomiser to make sure it's not always the same children being called on to answer.