



OFFICIAL



Battlefield Primary School Equality and Diversity Policy 2022



Battlefield Primary School 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.

OFFICIAL

Rationale

Glasgow City 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 community, 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 Battlefield Primary School 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 within a nurturing city 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.) Fundamentally, we support Glasgow's vision of a world class city with a thriving and inclusive economy where everyone can flourish.



Introduction

This policy sets out Battlefield Primary School's approach to promoting equality, as defined within the Equality Act (2010). It covers age, sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. This policy should be read in conjunction with other school policies and guidelines particularly the school's anti-bullying policy, which was reviewed in November 2021.

Our policy will set out how the school values remove barriers to learning for children and young people as individuals or groups.

Battlefield will adhere to the guidance on how to apply the Equality Act 2010 in Scottish schools as outlined in the following link;

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

Our School Context

At Battlefield Primary, 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. We foster academic, artistic, dramatic and musical development, sporting ability and loyalty to both the school and our community.

Our positive, welcoming ethos has been recognised by a range of visitors to Battlefield Primary 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. At Battlefield we have Need to Talk Pockets, enabling every pupil to speak to a member of staff of their choosing if and when they need to.

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

OFFICIAL

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

Aims and Values

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 the school's **values**;

✓ **Honesty**(UNCRC ARTICLE 29)

Always telling the truth, Admitting when we have made mistakes so we can learn from them, Being fair and not cheating. (UNCRC ARTICLE 29)

✓ **Responsibility**

*Being dependable so people know they can count on you,
Keeping your word and sticking to agreements,
Trying to do your best at everything,
Being accountable for your behaviour, accepting credit when you do things right and admitting mistakes, Being a contributing member of your family, community and society. (UNCRC ARTICLE 4)*

✓ **Eco Friendly**

*Saving water by turning off taps when brushing our teeth,
Turning things off like lights and TVs when we leave the room,*

OFFICIAL



OFFICIAL

*Closing doors to keep heat in to save electricity or gas,
Avoiding disposables like plastic cutlery and straws,
Recycling our paper and plastics,
Reusing as many products as we can for junk modelling, containers, etc.
Make compost from food waste,
Walk or cycle to school to avoid using cars or buses. (UNCRC ARTICLE 27)*

✓ **Kindness**

*Listening to each other and contributing to school life through using our pupil voice,
Looking after each other as buddies and monitors,
Playing with each other at playtimes and making sure no one is lonely,
Helping the adults look after our school by caring for our resources, litter picking and lunchtimes,
Helping local, national and international charities.
(UNCRC ARTICLE 3)*

✓ **Respect**

*Caring about each other,
Listening to each other,
Valuing other peoples opinions,
Following instructions,
Learning together,
Showing good manners and kindness,
Taking care of school property.
(UNCRC ARTICLE 31)*

In Battlefield Primary School our aims are:

- To provide relevant learning and teaching experiences in order to raise levels of attainment and achievement for all children.
- To provide a nurturing and motivating learning environment matched to the individual needs of all children
- To reduce inequality, celebrate social and cultural diversity and promote social justice and inclusion for all children
- To work in partnership with parents and others in the community to encourage learners to become active and responsible citizens
- To encourage the personal growth of children and staff as lifelong learners and effective contributors.

Our School's overall approach to promoting Equality

Our school's Equality Policy provides a framework to pursue its equality duties as outlined in the 2010 Equality Act. We will strive to take all reasonable steps to;

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations and positive attitudes between all characteristics and different groups

OFFICIAL

OFFICIAL

Through the Equality Policy, the school will seek to ensure that no children and young people, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment. This does not mean that all learners should be treated in exactly the same way: it means that we may need to deliver learning in a range of ways to meet the differing needs of people so that all receive the same standard of education as others.

The school seeks to:

- promote understanding and engagement between communities
- provide opportunities to engage their communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination and inequality
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of equality and social justice

We should be committed to promoting and teaching about children and young people's rights especially with Scotland incorporating the UNCRC into law.

Roles and Responsibilities

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

OFFICIAL

OFFICIAL

- Keeping up to date with policy and legislation on Equality and Diversity

What is expected of pupils at Battlefield?

- 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

Monitoring, Reviewing and Assessing Impact

The school's Equality Policy can be supported by actions in the School Improvement Plan

- The policy will be regularly monitored, reviewed and updated by all stakeholders to ensure that it is effective in eliminating discrimination, promoting equality and diversity. The 'Equalities Self-Evaluation Tool' will be used to support this.
- Any pattern of inequality found as a result of self-evaluation will be used to inform future planning and decision-making
- Progress in improving equalities in the school will be reported on in the school's Quality and Standards Report
- This policy links to other policies and in general the principles of equality will apply to all other school policies.

Equality Policy

Appendix 1

This information is collated and updated annually so that we can have a clear picture of the context of the school population. This will be used to contextualise our policy and ensure that it reflects the diversity of our school community.

To collect the information you should refer to either data from Focus or SEEMIS

School Context (as at insert date)

Details	(Date)	
	Number	%
Staff (teaching and support staff)		
Sex		
Male		
Female		
Ethnicity/Race		
White British/Scottish		
White Other		
Black and Minority Ethnic		
Not known/disclosed		
Disability (disclosed)		
Children and Young People		
Sex		
Male		
Female		
Ethnicity/Race		
White British/Scottish		
White other		
Black and Minority Ethnic		
Not known/disclosed		
Additional Support Needs		
EAL		
Disability		
Looked after/Care Experienced		
SIMD 1&2		

OFFICIAL

Appendix 2 Resources, Organisations and Policies

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

 [Revised Anti Bullying Strategy 2019 \[2Mb\]](#).

www.crer.scot	Coalition for Racial Equality and Rights
www.stephenlawrenceday.org	Stephen Lawrence Foundation website
www.respectme.org.uk	Anti-bullying service
www.tie.scot	LGBT inclusive education charity
www.lgbtyouth.org.uk	Supports LGBT young people
www.gda.scot	Glasgow based charity run by and for disabled people
www.enableglasgow.org.uk	Works with people in Glasgow with disabilities and their carers
www.glasgowwomensaid.org.uk	Supporting women, children and young people experiencing domestic abuse

We will continue to add to this list over time.

OFFICIAL

OFFICIAL

OFFICIAL