



Blairdardie Equality and Diversity Strategy



Context

This policy reflects our duties under the Equality Act 2010, as a school run by the local authority, we must consider how our policies affect people that can experience inequality and those with the characteristics that are protected under The Equality Act 2010.

The Equality Act is designed to protect people from discrimination in the workplace and the wider community such as in Education or as a consumer. This Act sets out that it is unlawful to discriminate against a person due to the following personal characteristics



Age



Being or becoming a transsexual person



Being married or in a civil partnership



Being pregnant or having a child



Disability



Race including colour, nationality, ethnic or national origin



Religion, belief or lack of religion/belief



Sex



Sexual orientation

Based on the historical prejudice and discrimination experienced by people who have these, or are perceived to have these characteristics, they now warrant special protection under the law to address the inequality they have and sometimes continue to experience. These characteristics are protected and as such are referred to as The Protected Characteristics. Age and being married do not apply in Education.

This policy also recognises that poverty and neglect or being Looked After can have an impact on children's experience in school and we recognise this as part of the areas we include in our work addressing inequality.

Our School Context

Blairdardie is situated within the Knightswood Learning Community of Glasgow. Historically there is a rich tradition of welcoming people from other places into the Knightswood area and this continues to this day. There are more than 8 different languages spoken by children in school and around 1% of our children are bilingual.

We welcome families from various countries of the world. Our families bring a rich variety of religious and cultural traditions. Our Equality and Diversity calendar shows how we celebrate important religious and cultural events. We understand however that children's traditions and beliefs cannot be distilled down to only one or two events in the calendar. To do so may be tokenistic and may lead to stereotyping. While we recognise the importance of these events we are continually looking for opportunities to recognise diversity in a way which is holistic and ongoing. We attempt to set all of our teaching and all of our discussions within the context of the diversity of experiences and beliefs held by the children in our classrooms. For a full breakdown of our school Diversity see Appendix One.

Our School Curriculum

Our school curriculum comprises the ethos and life of the school as well as the discrete learning experiences which are planned for in class. Our Contexts of Learning provide opportunities for the children to decide on topics of interests and to shape their own learning within these areas of study. This allows teachers to begin with the children's own interests, strengths, beliefs and views of the world.

Our RME programme is reflective of the variety of beliefs in school. In selecting topics for the year teachers are mindful of the range of religious beliefs within each class. Teachers are mindful also of the fact that a significant proportion of our school population have no religious beliefs.

Our Health and Wellbeing Curriculum provides opportunities for children to reflect on the similarities and differences between themselves and others. Within all of our teaching we are mindful of the danger of teaching a narrow, Euro-centric curriculum. We look for opportunities to widen this perspective, to include viewpoints from different parts of the world and from different cultural traditions. It provides opportunities for the children to learn about equality and diversity.

Bias

The adults in school work to promote equality of opportunity for all of our children in school. We are conscious of our limited knowledge of cultural difference and are aware of the unconscious biases that may result. We provide CPD opportunities for staff to improve their understanding of this issue. Our tracking meetings allow for discussion of children's progress through the lens of equalities. We look for any patterns of disadvantage and look to improve on identified areas.

Children's Rights

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



Children are introduced to the UNCRC in Term One of each academic session. Children in class select Articles which are most meaningful to them and these become our focus articles for the year. We speak about how we guarantee these rights and speak about how we might improve children's access to their rights. Teachers look for opportunities to make connections with the UNCRC through their day to teaching. Class and school displays contain links to UNCRC Articles.

We recognise in particular the importance of a child's name and recognise the impact it can have when a child's name is forgotten or not correctly pronounced. The adults in school take time to learn all children's names, to pronounce these correctly and to check with families if there is a doubt.

This policy compliments our Promoting Positive Relationship Policy, as well as our work to support our children with Additional Support Needs.

School Ethos

Everything we do at Blairdardie starts with our Values; they underpin everything we do - our Values are how we behave. When we role model relationships, we do so, using our values and when we help our pupils when they are not getting on or treating each other well, we use our values to explain this.

Our School Values are

Caring for Others – this means we care for each other; we think about how our behaviour and actions affect each other. We care about our school, our community and our world.

Honesty – this means we tell the truth at all times and take responsibility for our own behaviour and actions.

Hard Work – this means we work hard and do the best we can. We value effort and that people are sometimes better at some things than other things. We work in partnership with pupils, teachers and families.

Positive Healthy Attitude – this means we value and recognise the importance of our physical and emotional wellbeing. We value our continued understanding of ‘growth mindset’ and we strive to promote positivity in all we do. We ‘can’t do it’ yet!

Respect – this means we value each other; we treat each other with kindness and concern. We will stand up to prejudice at Blairdardie and do not like words or actions that hurt people because of who they are or where they come from.

Our work is also underpinned by commitment to child wellbeing. We use the Getting it Right for Every Child (GIRFEC) Indicators to frame this work. This approach supports 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



Children that experience prejudice or exclusion will not feel safe, included or respected.

As a whole school community, we commit to promoting equality and celebrating diversity. We recognise that one of our most important behaviours to do this is for us to challenge inequality, to address the imbalance that those who have a protected characteristic or are affected by things like poverty and neglect.

What is expected of Staff at Blairdardie?

- To create an environment where children feel safe and included and are not singled out or picked on because of who they are
- To promote equality and social justice
- Celebrate diversity and reflect the community and wider world we live in
- To address prejudice-based language and behaviour
- To reflect inequality and prejudice in their lessons and discussions with pupils
- Monitor and report incidents of prejudice and discrimination
- Keep themselves up to date with policy and legislation on Equality and Diversity
- To act in line with the school Values

What is expected of parents and carers?

- 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

What is expected of our pupils?

- To respect each other
- To try and not treat anyone in an unkind way for any reason, especially because of who they are or where they or their family come from
- To act in line with the schools Values
- To share any worries they may have, in a safe way

What is expected of the Senior Leadership Team (SLT) in school?

- co-ordinating and monitoring work on equality issues
- dealing with and monitoring reports of harassment (including racist and homophobic incidents) through SEEMIS. For more details on how to take this forward please to refer to Education Services Anti-Bullying policy which is available at Glasgow Online
- monitoring the progress and attainment of children and young people with protected characteristics
- monitoring exclusions

Our Wider School Community

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

Recording and Monitoring

We will record, where appropriate, incidents of bullying and discriminatory behaviour.

Supportive Guidance for schools was issued in May 2018 by The Scottish Government titled 'Recording and Monitoring of Bullying Incidents in Schools'. The SEEMIS Click+Go. Bullying & Equalities module is seen as the most appropriate tool for schools and local authorities to monitor and record bullying.

When recording incidents, the following information must be included:

- The children and young people involved as well as other adults
- The type of bullying or behaviour experienced – name calling, threats or rumours etc.
- Any underlying prejudice including details of any protected characteristics
- The impact of the incident, including consideration of personal or additional support needs and wellbeing concerns and
- Actions taken including resolution at an individual or organisational level.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They will use their professional judgement in deciding on appropriate action, in consultation with and agreement from a member of the Senior Management Team.

In all cases we will ensure the child is listened to and supported.

Blairdardie Primary has an internal recording system to monitor all concerning behaviour and low-level incidents. When incidents do constitute bullying, they will be recorded on the SEEMIS module.

Recording is used as a school improvement tool. It is to be used to learn about themes and patterns of bullying that happen at Blairdardie and address any issues that arise from this.

Review

This policy will be reviewed in 2024.

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 17/08/22)

Details	17/06/22	
	Number	%
Staff (teaching and support staff)	42	100
Sex		
Male	4	10
Female	38	90
Ethnicity/Race		
White British/Scottish	38	90
White Other	-	-
Black and Minority Ethnic	2	5
Not known/disclosed	2	5
Disability (disclosed)	1	2
Children and Young People	421	100
Sex		
Male	211	50
Female	210	50
Ethnicity/Race		
White British/Scottish	343	81
White other	16	4
Black and Minority Ethnic	45	10
Not known/disclosed	17	4
Religion		
Muslim	25	5
None	240	57
Christian	86	20
Other/not known	65	15
Hindu	1	0.23
Buddhist	0	0
Additional Support Needs	17%	
EAL	10%	3.8
Disability		
Looked after/Care Experienced	7	1.7
SIMD 1&2	(116 & 44)=160	39%