

# Blairdardie Equality and Diversity Strategy



*Updated November 2025.*

## 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 22 different languages spoken by children in school and around 17% of our children are classed as having English as an Additional Language (EAL), as of October 2025.

We welcome families from various countries of the world. Our families bring a rich variety of religious and cultural traditions. Our Cultural Celebrations calendar informs staff of important religious, cultural and educational events. 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 aim to set our teaching and 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 Contexts for Learning provide opportunities for the children to share their views on what they would like to learn 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 teaching is reflective of a 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. It provides opportunities for the children to learn about equality and diversity.

## **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. Through our work in the school



to promote children's rights, we gained our Bronze Award as a Rights Respecting School.

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 form the basis of each class charter. Teachers look for opportunities to make connections with the UNCRC through their day-to-day teaching. We have a school mascot, Dardie the bull, which is displayed in every classroom and highlights which Article the class is focussing on.

### **School Ethos**

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.

Everything we do at Blairdardie is underpinned by our Values; Kind, Honest, Responsible and Hard-Working. We discuss our values when we are promoting building positive relationships with one another. Our aim is for all children to be given the opportunity to develop into positive, healthy young adults and to make the most of their educational opportunities.

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.

### **What is expected of Staff at Blairdardie?**

- To create an environment where children feel safe and included and do not experience discrimination
- To promote equality and social justice
- To celebrate diversity and reflect the community and wider world we live in
- To address prejudice-based language and behaviour
- To monitor and report incidents of prejudice and discrimination
- To keep up to date with policy and legislation on Equality and Diversity
- To promote the school values

### **What is expected of parents and carers?**

- To support the school in promoting equality
- To share concerns or issues with the Senior Leadership Team
- To encourage their children to uphold our school values

**What is expected of our pupils?**

- To respect each other
- To 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 live by the school's values
- To share any worries they may have

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

- To lead the promotion of equality and inclusion in the school
- To deal with and monitor reports of bullying (including racist and homophobic incidents), as per Glasgow City Council's Anti-Bullying Policy
- To monitor 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 of all our communities
- tackle discrimination and inequality

**Recording and Monitoring**

The senior leadership team uses Pastoral Notes 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 October 2026.

## 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.

### School Context (as of October 2025) -

| Details                                   |                            |            |
|-------------------------------------------|----------------------------|------------|
|                                           | <b>Number</b>              | <b>%</b>   |
| <b>Staff</b> (teaching and support staff) | <b>43</b>                  | <b>100</b> |
| <b>Sex</b>                                |                            |            |
| Male                                      | 3                          | 7          |
| Female                                    | 40                         | 93         |
| <b>Ethnicity/Race</b>                     |                            |            |
| White British/Scottish                    | 35                         | 81         |
| White Other                               | 3                          | 7          |
| Black and Minority Ethnic                 | 1                          | 2          |
| Not known/disclosed                       | 4                          | 9          |
| <b>Disability (disclosed)</b>             | <b>1</b>                   | <b>2</b>   |
|                                           |                            |            |
| <b>Children and Young People</b>          | <b>409</b>                 | <b>100</b> |
| <b>Sex</b>                                |                            |            |
| Male                                      | 192                        | 47         |
| Female                                    | 215                        | 53         |
| <b>Ethnicity/Race</b>                     |                            |            |
| White British/Scottish                    | 299                        | 73         |
| White other                               | 19                         | 5          |
| Black and Minority Ethnic                 | 73                         | 18         |
| Not known/disclosed                       | 17                         | 4          |
| <b>Religion</b>                           |                            |            |
| Muslim                                    | 50                         | 12         |
| None                                      | 213                        | 52         |
| Christian                                 | 85                         | 21         |
| Other/not known                           | 58                         | 14         |
| Hindu                                     | 2                          | 0.5        |
| Buddhist                                  | 0                          | 0          |
| <b>Additional Support Needs</b>           | <b>67</b>                  | <b>16</b>  |
| <b>EAL</b>                                | <b>68</b>                  | <b>17</b>  |
| <b>Disability</b>                         | <b>41</b>                  | <b>10</b>  |
| <b>Looked after/Care Experienced</b>      | <b>4</b>                   | <b>1</b>   |
| <b>SIMD 1&amp;2</b>                       | <b>(117 &amp; 52) =169</b> | <b>41</b>  |