# Langside Primary Equalities Policy

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# 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 are everyone regularly thinks about how they are taking forward equality in their roles and settings as a catalyst for 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 young people feel respected and included.

We want schools to continue to celebrate the diversity of communities across our city, to challenge ourselves and each other, and consider our actions and impact across all the protected characteristics. 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 Langside 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 ([O:\Langside\Staff\Our School\POLICIES\Anti Bullying Policy Langside Primary.docx](file:///O:\Langside\Staff\Our%20School\POLICIES\Anti%20Bullying%20Policy%20Langside%20Primary.docx), which should take account of the guidance in the pdf icon [Revised Anti Bullying Strategy 2019 [2Mb]](https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0). Our policy will set out how the school aims to remove barriers to learning for children and young people as individuals or groups.

Langside Primary School will adhere to the technical 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*

Langside Primary is situated in a diverse multicultural community with pupils and families representing varied historical, social and economic backgrounds. Approximately 31.5% of our pupils are from an ethnic minority background. Contained within this 31.5% is substantial diversity, incorporating around 42 different languages and 4 different faiths. We promote and instil a strong ethos of respect and tolerance and aim to ensure that all children and their families feel welcome and valued.

## *Aims and Values*

The school is committed to provide equality and excellence for all in order to promote the highest possible standards.

The core values 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 of respect, kindness, equity and honesty.

## *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

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 as far as this is possible.

*\*(NB ‘age’ is also a protected characteristic but not in relation to pupils of any age in a school).*

The school aims 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

As a Rights Respecting School, we are committed to teaching about and promoting rights of the child set out in the United Nations Convention on Rights of the Child (UNCRC). A significant amount of our rights respecting work has focussed on raising awareness of rights and responsibilities of all through equalities themes.

We deliver weekly Rights Respecting Schools assemblies and related learning activities and experiences. Each assembly focuses on articles contained within the UNCRC and aim to fulfil the aims above whilst linking to current events and celebrations. Examples include Neurodiversity Celebration Week, Disability Awareness, International Family Equality Day, Black History Month, Gypsy, Roma and Traveller History Month, Diwali, Ramadan and World Religion Day. We have a Rights Respecting Committee of pupils who support the delivery of rights respecting inputs within these assemblies and take lead on sharing follow up activities within classes.

All bullying behaviour is challenged and there are robust systems in place for responding to and recording bullying incidents. All classes have an Anti-Bullying Ambassador who has been trained to support their peers in resolving conflicts, maintaining friendships and displaying kind and respectful behaviours. This provides a peer support system in addition to adult support systems in place.

They also support the schools anti-bullying education, leading on campaigns such as anti-bullying week celebrations and promote a culture which celebrates difference.

Our Equality and Diversity Pupil Committee focus on the aims set out in the Equalities Act (2010).

The Equalities and Diversity Committee audited school and class libraries, identifying a need for more diverse reading materials. Pupils organised a fundraiser and purchased a large and varied collection of books which are used to explore equality and diversity concepts, challenge negative stereotypes and promote understanding and fair treatment of all. The children and families of the school have been and will continue to be consulted on books bought in to help ensure a wide range of content and themes.

All staff have taken part in training on diversifying the curriculum. Our teachers plan for equalities themes in daily teaching and learning and aim to think critically on contexts planned for, examples used, learning materials created and resources provided in our learning environment. We aim for equalities themes to permeate our curriculum and approach to teaching and learning.

## *Roles and Responsibilities*

**The Headteacher is responsible for ensuring*:***

* + the policy is readily available and that, staff, children and young people and their parents/carers know about it
  + its procedures are followed
  + regular up to date information and data is uploaded to the establishment Education Perspective Report, annually
  + all staff know their responsibilities, including the Headteacher as leader of learning, and receive training and support in carrying these out
  + the school takes appropriate action in cases of harassment and discrimination towards learners and staff and follows appropriate procedures. For learners these are outlined in Chapter 7 of Glasgow’s revised Anti-Bullying Strategy. pdf icon [Revised Anti Bullying Strategy 2019 [2Mb]](https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0). For staff the procedures are outlined in the employees Bullying and Harassment policy.
  + the school has appropriate channels and processes in place to encourage all voices to be listened to so that we can support children and young people’s confidence in reporting bullying incidents.

**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 pdf icon [Revised Anti Bullying Strategy 2019 [2Mb]](https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0)
  + recognise and tackle bias and stereotyping
  + promote equality and social justice
  + undertake CLPL opportunities to keep up to date with the law and practice on equality

**Children and young people are responsible for:**

* + supporting the school’s equality ethos
  + treating everyone in the school community with respect
  + supporting students who being treated unfairly, bullied and disrespected
  + sharing concerns or issues with a member of staff.

**Parents/Carers 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

**Partners and visitors are responsible for:**

* + supporting the school’s equality ethos
  + sharing concerns or issues with senior staff

**Responsibility for overseeing equality practices in the school lies with the Head Teacher**

Responsibilities include:

* + 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

## *Monitoring, Reviewing and Assessing Impact*

* + The policy will be regularly monitored, reviewed and updated by all stakeholders to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community.
  + We will revisit the GCC Equalities Self Evaluation tool on a regular basis to reflect on the impact of our work and consider where practice can be further improved. A next step would be to involve pupils and parents in this self-evaluation and action planning.
  + SLT and the Equalities working party will continue to engage staff in reflection on how we consistently embed equalities in our practice in order to be proactive in promoting respect for all.
  + 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 August 2023)**

|  |  |  |
| --- | --- | --- |
| **Details** | **(insert date here)** |  |
|  | **Number** | **%** |
| **Staff** (teaching and support staff) | **35** |  |
| **Sex** |  |  |
| Male | 6 | 17% |
| Female | 29 | 83% |
| **Ethnicity/Race** |  |  |
| White British/Scottish | 30 | 86% |
| White Other | 0 |  |
| Black and Minority Ethnic | 2 | 6% |
| Not known/disclosed | 3 | 9% |
| **Disability (disclosed)** | **0** |  |
|  |  |  |
| **Children and Young People** | **371** |  |
| **Sex** |  |  |
| Male | 186 | 50% |
| Female | 185 | 50% |
| **Ethnicity/Race** |  |  |
| White British/Scottish | 194 | 52% |
| White other | 25 | 7% |
| Black and Minority Ethnic | 109 | 29% |
| Not known/disclosed | 33 | 9% |
| **Additional Support Needs** | **140** | **38**% |
| **EAL** | 127 | 34% |
| **Disability** | **0** |  |
| **Looked after/Care Experienced** | **2** | **1**% |
| **SIMD 1&2** | **10** | **3**% |

*Appendix 2 Resources, Organisations and Policies*

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

* [Revised Anti Bullying Strategy 2019 [2Mb]](https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0).

[www.crer.scot](http://www.crer.scot) Coalition for Racial Equality and Rights

[www.stephenlawrenceday.org](http://www.stephenlawrenceday.org) Stephen Lawrence Foundation website

[www.respectme.org.uk](http://www.respectme.org.uk) Anti-bullying service

[www.tie.scot](http://www.tie.scot) LGBT inclusive education charity

[www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk) Supports LGBT young people

[www.gda.scot](http://www.gda.scot) Glasgow based charity run by and for disabled people

[www.enableglasgow.org.uk](http://www.enableglasgow.org.uk) Works with people in Glasgow with disabilities and their carers

[www.glasgowwomensaid.org.uk](http://www.glasgowwomensaid.org.uk) Supporting women, children and young people experiencing domestic abuse

We will continue to add to this list over time.