Promoting Equality and Diversity Policy

Keiss Primary School





Contents

Policy Statement 3

Background and Legislation 4

Key Principles 6

Curriculum for Excellence: The Four Contexts of Learning 7

Embedding equality and diversity in the Curriculum 8

Leadership, roles and responsibilities for equality and diversity 9

Monitoring, quality assurance, training and review 10

Appendices:

1. An Example of an Equalities and Diversity Framework 11

2. Examples of how schools can promote equality and diversity 12

3. Equalities Framework Template 13

4. Reflective questions 14

5. Highland Council Education Authority Equality Outcomes 2013 - 16

2017

6. Resources 17

7. Steer: Developing an Equalities and Diversity Policy 18

8. Checklist 19

9. How good is our school? (HGIOS4) Key Theme: Promoting Equality 20

and Diversity

Promoting Equality and Diversity

Policy statement

Our children and young people live in a diverse society in 21st century Scotland.

Keiss Primary School is committed to creating an environment for the whole school

community that demonstrates shared values of inclusion, equality, fairness and respect.

Our school recognises and celebrates difference within a culture of respect and

fairness, and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC).

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. Our policy aims to:

 Promote positive attitudes and behaviours towards equality and diversity

 Promote understanding of equality and diversity through the school curriculum
 and ethos

 Help the school to meet these aims and fulfil our legal obligations

We are committed to meeting the statutory duties of the Equality Act 2010 and this

policy includes information about how we will comply with our duties and also provides guidance about our approach to promoting equality and diversity.

We recognise that these duties also reflect international human rights standards 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.

We also have equality commitments to our staff under the Highland Council HR policies. This policy and associated guidance will be reviewed every 3 years.

Please email Clinfoandsupport@highland.gov.uk with the dates of adoption of
this Policy, training and Policy Review to be updated in the School Profile Portal

more information in the monitoring and quality assurance section on page 10.

Background and Legislation

This policy has been written as part of our school’s on-going commitment to

demonstrating good practice, advancing equality and valuing diversity. This reflects the commitment of the Highland Council and its role as an Education Authority.

Equality and Diversity

 Equality is about creating a fairer society, where everyone can take part and

where everyone has the opportunity to be all they can be. Equality of opportunity
 has a legal framework to ensure protected groups are not discriminated against.  Diversity is about recognising and valuing difference, where everyone is
 respected for who they are.

Equality Act 2010 and schools

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:

 Age\*

 disability

 gender reassignment

 marriage and civil partnership\*
 pregnancy and maternity
 race

 religion or belief;
 sex

 sexual orientation.

\*Age and marriage and civil partnership are not protected characteristics for the schools provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

The Act, and the principle of non-discrimination, covers all the activities in the life of a school including:

 Admissions

 Provision of education

 Access to any benefit, facility or service  Exclusions

 It is also unlawful to harass or victimise a pupil or applicant

4

The Act also introduces a single Public Sector Equality Duty (the general duty). As a
school this means we have to give “due regard” to the 3 elements of the duty in all our
activities:

 Eliminate discrimination, harassment and victimisation;

 Advance equality of opportunity between people who share a protected
 characteristic and those who do not; and

 Foster good relations between those who share a protected characteristic and
 those who do not.

In Scotland, the general duty is supported by a set of specific duties on schools and

public bodies to help them secure positive outcomes in line with the equality legislation.

Related legislation and Rights of the Child:

Additional Support Needs: Schools are expected to make reasonable adjustments under the Act to provide auxiliary aids and services for disabled pupils under the Act. Provision for pupils requiring additional support in schools is covered by:

 The additional support for learning (ASL) framework (Education (Additional
 Support for Learning) (Scotland) Act, 2004 and 2009);

 Accessibility strategies (The Education (Disability Strategies and Pupils’
 Educational Records) (Scotland) Act 2002)

Children’s Rights

 Human Rights Act 1998

 United Nation's Convention on the Rights of the Child (UNCRC) was ratified by the
 UK in 1991. It aims to recognise the rights of all children up to age 18 and ensure
 that children grow up in the spirit of peace, dignity, tolerance, freedom, equality
 and solidarity.

 Children and Young People’s (Scotland) Bill was agreed in February 2014. It

introduces new duties for Ministers and public sector to promote children’s rights.

5

Equality and Diversity Policy: key principles

We work in partnership with other services, agencies and families to deliver integrated services for children, families and young people. Our Integrated Children’s Plan, ‘For Highland’s Children’, uses the principles of GIFREC (Getting It Right for Every Child) which sets out our commitment to improve and develop services against the key
SHANARRI themes (Safe, Healthy, Achieving, Nurtured, Active, Respected,
Responsible and Included), to achieve:

 Enhanced support to children and families, when they need it

 Improved services and improving outcomes for Highland’s children

Our approach to equality and diversity is based on the following key principles:

1. All learners are of equal value irrespective of their race; gender and gender identity; religious or belief; or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same
opportunities and outcomes as others.

2. We recognise, respect and value difference and understand that diversity is a
strength. We take account of differences and strive to remove barriers and
disadvantages which people may face, in relation to disability, ethnicity, gender, religion,
belief or faith and sexual orientation. We believe that diversity is a strength, which
should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive
attitudes and mutual respect between groups and communities different from each
other.

4. We foster a shared sense of inclusion and belonging. We want all members of
our school community to feel a sense of belonging within the school and wider
community and to feel that they are respected and able to participate fully in school life.

5. We observe good equalities practice for our staff. We ensure that policies and
procedures benefit all employees and potential employees in all aspects of their work,
including in recruitment and promotion, and in continuing professional development

6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve/attain to their highest potential.

7. We work to raise standards for all pupils, but especially for the most

vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

8. Challenging prejudice and stereotyping

We tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying, for example racist, homophobic or bullying of people because of a disability. We will also challenge gender-based and other stereotypes.

6

Curriculum for Excellence: the “four contexts for learning”

This Policy celebrates and recognises the work that our school is undertaking to

promote diversity and equality through all aspects of planned learning, which is an
important aspiration of Curriculum for Excellence. Our school aims to meet the
challenge to develop children and young people as responsible citizens who:

 show respect for others; who understand different beliefs and cultures;

 are developing informed, ethical views of complex issues;

 know why discrimination is unacceptable and how to challenge it; and

 understand the importance of celebrating diversity and promoting equality.

Building the Curriculum 3 defines the curriculum as “the totality of all that is planned for children and young people throughout their education”, including:

 ethos and life of the school as a community;

 curriculum areas and subjects;

 interdisciplinary learning (IDL);

 opportunities for personal achievement.

We promote learning within a positive ethos and climate of respect and trust based upon shared values across the school community:

 including parents, whether for young people in school or those not in school;
 All members of staff contribute through open, positive, supportive relationships
 where children and young people will feel that they are listened to;
 promoting a climate in which children and young people feel safe and secure;
 modelling behaviour which promotes effective learning and wellbeing within the
 school community;

 being sensitive and responsive to each young person’s wellbeing.

Our young people are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

7

Embedding Equalities and Diversity in the Curriculum

Curriculum areas and subjects

We promote learning which children and young people should experience through their broad general education and the Senior Phase. These experiences and outcomes are organised into eight curriculum areas. We encourage the curriculum to be organised and planned in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

Interdisciplinary learning IDL

We encourage effective IDL to take the form of individual one-off projects or longer programmes of study which:

 is planned around clear purposes;

 is based upon experiences and outcomes drawn from different curriculum areas
 or subjects within them;

 ensures progression in skills and in knowledge and understanding;

 provide opportunities for mixed stage learning which is interest-based.

To deepen understanding we aim for our curriculum to include space for learning

beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of “experiences and outcomes” from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people’s wider involvement in society. For example:

History:

Geography:

Explore diversity and immigration in the UK and
create a family tree to understand “where am I
from?”

Explore how equality and human rights have
developed over the years, e.g. Holocaust (and

other genocides), slave trade, attitudes to mental

health, suffragettes, child labour during Victorian

times, rights of lesbian, gay and bisexual people

Whole school activities:

Celebrating St Andrew’s Day - have
an international dimension to reflect

Scotland’s diverse population.

Deaf Awareness Week - teach finger
 spelling in classes, invite BSL interpreter to interpret assembly

English:

Present a TV news report about an unlawful Religious Education:

discrimination case. Explore how different faith groups can be

Explore the meaning and impact of words such as stereotyped and labelled

“gay”, "cripple", "trannie", "gypo"

8

Leadership, roles and responsibilities for equality and diversity

The Head Teacher will ensure that:

 The policy is fully implemented and promoted, making certain that all staff are

aware of their responsibilities and are given appropriate training and support.

 Appropriate action is taken in any cases of unlawful discrimination.

 All prejudice-based bullying incidents are recorded and that appropriate action is
 taken.

 Take a lead role in the school’s self-evaluation procedures and staff development
 for equality and diversity

 Information is collected and monitored on attainment, attendance and exclusion
 in terms of equality.

 The Council’s recruitment and selection policies are adhered to.

 Independent contractors, volunteers and visitors to the school are aware of this
 policy.

The Equality and Diversity Co-ordinator will:

 Develop and maintain up to date knowledge of equality law and best practice

 Co-ordinate the implementation of the equality and diversity policy

 Take a lead role in communicating the policy to other staff and monitoring
 outcomes

 Review and disseminate enrolment data

 Take a lead role in addressing prejudice-based bullying incidents including the
 recording and investigation.

All Staff will:

 Maintain the highest expectations of achievement for all pupils

 Promote an ethos in the classroom that values equality, inclusion and diversity  Challenge prejudice and discriminatory behaviour

 Deal fairly and professionally with any prejudice-based bullying incidents
 Plan lessons that reflect the school commitments to equality and diversity
 Keep up to date with the law on equality and any changes to policy.

The Parent Council will:

 Promote the policy to all parents/carers and the wider community.

9

Monitoring and Quality Assurance

Commitment

Promoting diversity and equalities is the responsibility of all and will be reviewed
regularly.

 Equalities and Diversity staff training must take place within a three year
 cycle.

 Equality and diversity training must be included in induction processes for
 new staff.

 Policy Review must take place within a three year cycle.

It may be helpful to use the Diversity and Equalities Template on page (12) and the accompanying Equalities checklist.

This commitment to equality and diversity is clearly outlined in the Primary and

Secondary Steers and in the ECS Improvement Plan. The ECS Senior Management Team and the ECS Equalities Working Group monitor the implementation of equality outcomes in Education.

 Diversity and Equality is monitored by the Senior Management Team as part of
 internal quality assurance procedures as these relate to improvement planning,
 classroom visits and sampling of pupils’ work.

 The school will review practice and policy with regard to Equality and Diversity as
 part of its on-going procedures of self-evaluation. In this it will be guided by the
 advice contained within the checklists, audit tools and templates (see
 appendices)

In schools:

Day-to-day monitoring of the policy in action is the responsibility of the School Senior Management Team and Equality and Diversity Co-ordinator.

Please email Clinfoandsupport@highland.gov.uk with details of dates of

adoption of this Policy, training and Policy Review for input to the School Profile
Portal .

10



Appendix 1 - An Example of a Diversity and Equalities Framework

Curricular Areas and subjects

Whole school overviews for: Numeracy and Literacy

Health and Wellbeing RME: World Religions Anti-Sectarianism

Resilient Kids package
All 8 Curricular Areas

Ethos and life of the
school as a community

Inclusion

Behaviour Policy, Anti-
Bullying Policy

Global/Sustainable Education

Celebration Assemblies
Religious Observance

EAL: Language of the week Use of EVOLVE to plan

school trips

IDL Interdisciplinary learning

Curricular subject links made where appropriate:

Life in India

Living in Lochaber Rights

Diversity and Equality Partners

 School Nurse
 GIRFEC Partners
 Christian Aid
 Mary’s Meals
 Children in Need
 STEP

 Eco Partners  CHIP

 Rights Respecting
 School

 Show Racism the Red
 Card

 Local faith groups  John Muir Trust  Rotary Club

 Active Schools
 Local employers

Opportunities for personal achievement

Awards/Rewards

Merit Stickers and Stamp, Class Points House Points

Termly Certificates

Sports/Recreation

• School clubs/activities

• Local Sports Clubs

• School/authority/national

competitions

 Dance/Performance pathways

• Clubs/activities

Outdoor learning

• Use of local environment

• Active Schools activities

11

Appendix 2 - Examples of how schools can promote equality and diversity

 Assessing, planning for and meeting the needs of children who experience

barriers to learning.

 Providing support for children for whom English is an additional language.

 Access to a range of professional services, e.g. Speech & Language Therapy,

Occupational Therapy, Physiotherapy, Social Work Services, and

Psychological Services.

 Meeting the educational needs of children from Gypsy/Traveller families.

 Use of assistive technology to improve access to education, for example for

children with sight loss, dyslexic pupils.

 Alternatives to pencil and paper recording for pupils with sensory /

communication / motor difficulties.

 Provision for Deaf and hard of hearing pupils to access information.

 Access to additional help or support for a wide range of learning difficulties.

 Making arrangement for pupils who wish to opt out of inclusion in elements of

religious education or worship.

 Making arrangements for pupils who are required to wear a particular form of

dress, or have dietary requirements because of their religion or belief.

 Maximising opportunities to influence school policies through the Parent

Council, and where required, providing information in the parent/ carer’s first language or provision of an interpreter.

 Organising school trips using the electronic tool EVOLVE which promotes

inclusion and includes a check and extensive information on equality.

 Displaying Stonewall posters and information.

 Accurate reporting and recording of prejudiced based bullying,

Working with organisations including:

 Highland Children’s Forum: developing ways to hear the voice of children in
 need

 Enquire: Scottish advice service for additional support for learning

 CHIP: offers information, support and advice to the families and carers of

children and young people with additional support needs, and to professionals who work with them in Highland.

 STEP: supports education for Travelling people within Curriculum for
 Excellence

 Show Racism the Red Card: UK’s anti-racism educational charity

12



Appendix 3 - Diversity and Equalities Framework Template

Curricular Areas and Ethos and life of the IDL Interdisciplinary

subjects school as a community learning

Diversity and Equality Partners Opportunities for personal

achievement

13

Appendix 4 - Reflective questions

This Appendix to the School Equal Opportunities Policy provides examples of

reflective questions for schools to consider how well they are improving their

promotion of diversity and equality. They are intended to be used as a starting point to stimulate and inform discussion and debate with a view to raising confidence in understanding diversity and equality and promoting improved outcomes and to assist in the completion of the Checklist.

Reflective Questions

 How successful is our school in welcoming all learners and parents

irrespective of their race; disability; gender and gender identity; religion or belief; or sexual orientation?

 Is there an identified senior member of staff (Equality and Diversity Co-

ordinator) with responsibility for coordinating the implementation of the equality and diversity policy?

 How does the school ensure that all staff understand and implement the key

requirements of the equality and diversity policy?

 Does the school collect information on race, disability and gender with regards

to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training? Is this information used to inform the lessons plans, additional support, training and activities the school provides?

 How does the school ensure it improves accessibility for pupils, staff, parents

or carers, and visitors to the school - this would include physical access,
 language barriers (including BSL), information in suitable formats?
 Is the school able to provide additional support to ensure all pupils achieve
 the same outcomes and ensure barriers to learning and all school related
 activities are addressed?

 How does the curriculum include positive opportunities for all pupils to

understand and celebrate diversity and difference?

 Do staff use the health and wellbeing experiences and outcomes, including

social, emotional and mental wellbeing to recognise, value and promote diversity?

 Are all groups of pupils are encouraged to participate in school life and/or the

wider to community and make a positive contribution, e.g. through assemblies and the pupil council?

 Does the school monitor reported incidents of prejudice-based bullying and

harassment of pupils and take action if there is a cause for concern?

 How does the school ensure there is an ethos and culture of inclusion,

participation and positive behaviour across the school? Are staff and pupils
encouraged to challenge negative attitudes and prejudice related to different
groups?

14

 Do school materials, visual displays and multi-media resources reflect the

diversity of the wider Scottish community?

 Are minority ethnic, disabled and both male and female role models and those

of vulnerable groups promoted positively in lessons, displays, discussions and assemblies?

 Does the school take part in annual events such as Black History Month, Deaf

Awareness Week, One World Week etc. to raise awareness of issues around

equality and diversity?

 Is the parent council is representative of the community it serves?

 Do learners, parents and carers and staff feel that they are treated with

respect and in a fair and just manner?

 What opportunities do learners have to explore the rights to which they and

others are entitled? How successful are they in exercising these rights

appropriately and accepting the responsibilities that go with them? How well do they show respect for the rights of others?

 How does the current improvement plan ensure progressive development of

the school’s work on education about differences among people?

 How effectively do we track and monitor the contribution learners make to

their school community to ensure it is one which values individuals equally and is a welcoming place for all?

 How effectively do we work towards eliminating discrimination, advancing

equality of opportunity and fostering good relations among different individuals and groups?

15

Appendix 5 - Highland Council Education Authority Equality Outcomes 2013 -
 2017

|  |
| --- |
| HIGH LEVEL OUTCOME 1: People are, and feel, free to live their lives withoutharassment and discrimination, and can take part in community life |
| Pupils and school staff have a greater understanding of prejudice based bullying and itsimpact.Protected characteristics: All |
| Pupils and school staff feel more confident in reporting prejudice based bullyingincidents that they have experienced or witnessedProtected characteristics: All |
| HIGH LEVEL OUTCOME 2: People benefit from public services in a fairer way, andare able to have their say about them |
| Increase the number of young people leaving school moving into positive and sustaineddestinationsProtected characteristics: All |
| Reduce gender segregation in positive and sustained destinations for young peopleleaving school.Protected characteristics: Gender |
| Fulfil the potential achievements of pupils with ASN.Protected characteristics: Disability, race |
| Reduce attainment and achievement gaps between boys and girls.Protected characteristics: Gender |
| Staff and pupils have a greater awareness of how they can support equality throughdelivery of curriculum for excellence and wider school approaches following theprinciples of the Highland Practice Model and SHANNARI. Protected characteristics: All |
| We will meet the needs of children and Families who have experienced interruptedlearning. This includes Gypsy/Traveller and Roma Children, and young carers. Childrenwith ASN Protected characteristics: Race |
| Increased attainment for children and young people from deprived areas. Socio-economic impact |

Further information at: <http://www.highland.gov.uk/livinghere/equalopportunities/>
 16

Appendix 6 - Resources

 [How good is our school? Promoting Race Equality](http://www.educationscotland.gov.uk/Images/hgiospre_tcm4-712669.pdf) (HMIe 2004)

[](http://www.educationscotland.gov.uk/inspectionandreview/Images/hgiosmnog_tcm4-712642.doc) [How Good is our School? Taking a closer look at Inclusion and Equality -](http://www.educationscotland.gov.uk/inspectionandreview/Images/hgiosmnog_tcm4-712642.dochttp%3A//www.educationscotland.gov.uk/inspectionandreview/Images/hgiosmnog_tcm4-712642.dochttp%3A//www.educationscotland.gov.uk/inspectionandreview/Images/hgiosmnog_tcm4-712642.doc)

[meeting the needs of Gypsies and Travellers](http://www.educationscotland.gov.uk/inspectionandreview/Images/hgiosmnog_tcm4-712642.doc) (HMIe 2005)

 [Count Us In: Promoting understanding and combating sectarianism,](http://www.educationscotland.gov.uk/Images/cuipepss_tcm4-712951.pdf)

Education Scotland (2007)

[](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4747991.asp) [Promoting Diversity and Equality: Developing Responsible Citizens for 21st](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4747991.asphttp%3A//www.educationscotland.gov.uk/resources/p/genericresource_tcm4747991.asp)

[Century Scotland.](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4747991.asp) Education Scotland 2013

 [Education Scotland: Inclusion and equality](http://www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/inclusionandequality/index.asp)

[](http://www.educationscotland.gov.uk/Images/Promoting_DE080313_tcm4-747988.pdf) [Promoting Diversity and Equality: Developing Responsible Citizens for 21st](http://www.educationscotland.gov.uk/Images/Promoting_DE080313_tcm4-747988.pdf)

[Century Scotland](http://www.educationscotland.gov.uk/Images/Promoting_DE080313_tcm4-747988.pdf)

 EHRC [Schools Technical Guidance - Scotland](http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/ehrc263_code_scotland_v3.pdf)

 EHRC [Reasonable adjustments for disabled pupils Scotland](http://www.equalityhumanrights.com/uploaded_files/EqualityAct/reasonable_adjustments_for_disabled_pupils_guidance_scotland.doc)

 EHRC [Teaching resources - secondary](http://www.equalityhumanrights.com/advice-and-guidance/equal-rights-equal-respect/)

 EHRC [Teaching resources - primary](http://www.equalityhumanrights.com/advice-and-guidance/a-free-primary-careers-education-resource/)

 Together Scotland [Scottish Alliance for Children’s Rights](http://www.togetherscotland.org.uk/default.asp)

 [Children’s Rights Alliance](http://www.crae.org.uk/) (England) and [Resources for young people:](http://www.crae.org.uk/protecting/advice/resources-for-young-people.html)

 [Equality Matters for Children](http://equalitymattersforchildren.crae.org.uk/)

 [Holocaust Memorial Day](http://hmd.org.uk/)

 [Scottish Travellers Education Programme](http://www.education.ed.ac.uk/step/)

 [Sense Over Sectarianism](http://www.glasgow.gov.uk/index.aspx?articleid=8780)

 [Show Racism the Red Card](http://www.srtrc.org/news/news-and-events?country=scotland)

 [Stonewall](http://www.stonewall.org.uk/about_us/2532.asp)

 [Children in Scotland](http://www.childreninscotland.org.uk/)

 [Centre for Research in Education Inclusion and Diversity](http://www.ed.ac.uk/schools-departments/education/research/centres-groups/creid)

 [Centre for Studies on Inclusive Education](http://www.csie.org.uk/)

 [Cbeebies:The Equality Act and disabled children in school or nursery](http://www.bbc.co.uk/cbeebies/grownups/article/sen-the-equality-act)

 [For Scotland’s Disabled Children (FSDC)](http://www.fsdc.org.uk/)

 [Education Scotland resources](http://www.educationscotland.gov.uk/resources/p/genericresource_tcm4747991.asp?strReferringChannel=educationscotland&strReferringPageID=tcm:4-615801-64)

 [Inclusion and Equality in CLD](http://www.educationscotland.gov.uk/communitylearninganddevelopment/inclusion/index.asp)

 [Inclusion and equality](http://www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/inclusionandequality/index.asp)

 [Respect Me](http://www.respectme.org.uk/)

 Understanding of the United Nations Convention on the Rights of the Child

(UNCRC):

<http://www.educationscotland.gov.uk/resources/r/childrensrightsresource.asp>

 [A Fairer Highland Equality Plan 2012 - 2017](http://www.highland.gov.uk/NR/rdonlyres/3524F1E6-9453-4476-B709-570A5A71FF16/0/AFairerHighlandEqualityPlanV2Aug2013.pdf)

 [Working Towards a Fairer Highland Mainstreaming Equality Report](http://www.highland.gov.uk/NR/rdonlyres/193B5320-5C49-4F87-B292-E9EF0686C474/0/Mainstreamingreport.pdf)

17

Appendix 7 - Steer

|  |
| --- |
| STEER - Developing an Equalities and Diversity Policy |
| KEY ACTIONS TO BE TAKEN BY SCHOOL | RelatedQIs | Action taken On-going or x | PlannedTimescale |
|  Working with staff, pupils and parents, create a Diversity and Equalities Policy which focusespromoting diversity and equality through all aspects of planned learning and describes whatDiversity and Equality ‘looks like’ in your school now and what it will look like in 2017.- The policy should support the Protected Characteristics of: disability; gender reassignment;pregnancy and maternity; race, religion or belief; sex, and sexual orientation.- The policy should promote: tackling racism and sectarianism and respecting rights; disabilityawareness; developing vision, values and aims; children and young people learning about theirown and other cultures; building relationships; be representative of all groups; challenginggender stereotypes; tackling homophobic bullying; developing global citizenship and respectingchildren’s rights. | 5.15.35.9 6.1 |  |  |
|  Ensure the Diversity and Equalities Policy includes:- Learning within the four contexts of CfE, the eight curricular areas; personal achievement; theethos and life of the school, and inter-disciplinary learning.- The use of the following learning contexts: outdoor learning, sustainable development,citizenship, enterprise, creative education. | 5.1 |  |  |
|  Work with a range of partners to implement and review aspects of the Diversity and EqualitiesPolicy. | 8.1 |  |  |
|  Diversity and Equalities Staff Training and Policy Review must take place within a three yearcycle. This review must include the completion of the Diversity and Equalities Steer Template/Equalities checklist. | 7.3 8.19.1 5.9 |  |  |
| SUPPORT IN PLACE |
| The Highland Council priorities in the School Improvement Plan template provide a framework. The attached link to HMIE Improving our Curriculum throughSelf-Evaluation may also be useful: <http://www.hmie.gov.uk/documents/publication/iocts.pdf> Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland, A report to support schools and centres in promoting diversityand equality through all aspects of planned learning Transforming lives. Education Scotland 2013. Examples of Highland / other schools’ curricular plans or rationales. |

18

Appendix 8 - Supporting Staff with Promoting Equality and Diversity Checklist

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| Area | Comfortable√ | Requiring re-assurance/Awareness raising √ | Requiring CPD(Outline details) |
| The Equality Act 2010 |  |  |  |
| The Protected Characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. |  |  |  |
| Promoting Diversity and Equality across the 4contexts of learning |  |  |  |
| Leadership for diversity |  |  |  |
| Auditing the promotion of equalities |  |  |  |
| Embedding equalities in education |  |  |  |
| Strengthening equalities education |  |  |  |
| Improving confidence |  |  |  |

19



Appendix 9 - How good is our school? (HGIOS4)
Key Theme: Promoting Equality and Diversity

Quality Indicators: 1.3 (Leadership of Change), 1.4 (Leadership and Management of Staff)

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| --- | --- | --- | --- | --- |
| Features of highlyeffective practice | Challenge Question(s) | Questionsbased on Level 5illustration | Evidence of currentpractice | Next steps/ pointsfor furtherconsideration |
| 1.3 Leadership of Change All staff have a very clearunderstanding of the social,economic and culturalcontext of the localcommunity of currenteducational policy. Theyuse this knowledge well toshape the vision for theschool. |  What range of data andinformation do we utiliseto understand the social,economic and culturalcontext of the localcommunity? |  To what extent do staffat all levels takeresponsibility forimplementing changeand promoting equalityand social justiceacross all their work? |  |  |
| 1.4 Leadership andManagement of Staff Equalities legislation isadhered to and explicit inrecruitment practices. The school community isproactive in tacklingprejudice-baseddiscrimination so all stafffeel able to be themselvesin the workplace. |  How well do we promotestaff rights andresponsibilities? |  To what extent do youactively promoteequalities for all, sostaff feel confident inthe workplace? |  |  |

20

Quality Indicators: 2.1 (Safeguarding and Child Protection), 2.2 (Curriculum)

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| --- | --- | --- | --- | --- |
| Features of highly effectivepractice | Challenge Question(s) | Questionsbased on Level 5illustration | Evidence of currentpractice | Next steps/ pointsfor furtherconsideration |
| 2.1 Safeguarding and ChildProtection Robust arrangements arein place to ensure that allstaff (including volunteersand partners) are aware oftheir responsibilities inrelation to child protectionand equality policies andprocedures. |  How effectively areincidents related toequalities acted upon toprevent futureoccurrences?How well do staff takeaccount of the views andexperiences of childrenand young people,particularly wheredecisions are to be madethat may impact on lifechoices? |  To what extent doesthe ethos and vision ofthe school stronglypromote equality,challenging all forms ofdiscrimination? |  |  |
| 2.2 Curriculum All stakeholders are able totalk about how the uniquefeatures of the schoolcommunity inform thedesign of the curriculum. |  To what extent do we takeaccount of all the factorsthat make our schoolunique? |  Within your curriculum,to what extent do youtake very good accountof equality as a crosscutting theme? |  |  |

21

Quality Indicators: 2.4 Personalised Support

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| --- | --- | --- | --- | --- |
| Features of highlyeffective practice | Challenge Question(s) | Questionsbased on Level 5illustration | Evidence of currentpractice | Next steps/ pointsfor furtherconsideration |
| 2.4 Personalised Support Both universal and targetedlearning and support isembedded and is having apositive impact onchildren’s progression withtheir learning. The school reviews theprogress of all childreneffectively, including thosewith additional supportneeds. They can providereliable and valid evidenceto support this process. Children requiringadditional support havehigh-quality individualisedand meaningful progressionpathways. |  Are staff able to accesseffective levels of supportand training to build theircapacity to engage withthe needs of diverselearners? How effectively do weinvolve parents andpartner agencies toensure learners benefitfrom the right support atthe right time includingnext steps in learning,changes and choices? To what extent is ourschool an inclusivelearning environment? |  To what extent are allchildren and youngpeople benefitting fromhigh-quality universalsupport? How do staff andpartners workeffectively together toincrease their ability tomeet the needs of ourdiverse learnersthrough effective use ofprofessional learning,support and specialistresources? To what extent do wefully adhere tolegislativerequirements? To what extent do staffand partners takepositive and proactivesteps to ensure thatbarriers to learning areminimised? |  |  |

22

Quality Indicators: 2.5 (Family Learning), 3.1 (Ensuring Wellbeing, Equality and Inclusion)

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| --- | --- | --- | --- | --- |
| Features of highly effective practice | ChallengeQuestion(s) | Questionsbased on Level 5illustration | Evidence ofcurrentpractice | Next steps/ points forfurther consideration |
| 2.5 Family Learning Family learning promotes equality, fairnessand diversity. Staff have an appropriate sharedunderstanding of Getting it Right for EveryChild (GIRFEC) and use these approachesto meet the needs of families. |  How are weactivelypromotingequality, fairnessand diversity? How is our familylearning helpingpromote thewellbeingindicators? |  To what extent do allfamilies have access toUniversal Support? How is targeted supportprovided to families whohave been identified ashaving singular or multipleneeds that are having animpact on their health andwellbeing, developmentand/or learning |  |  |
| 3.1 Ensuring Wellbeing, Equality andInclusion All staff and partners take due account of thelegislative framework related to wellbeing,equality and inclusion. The curriculum provides children and youngpeople with well-planned and progressiveopportunities to explore diversity and multi-faith issues, and to challenge racism andreligious intolerance. Children and young people areknowledgeable about equalities andinclusion. They feel able to challengediscrimination, xenophobia and intolerancewhen they come across it. |  To what extentdoes our schoolcelebratediversity? How well doesour schoolensure that thecurriculum isdesigned todevelop andpromote equalityand diversity andeliminatediscrimination? |  How do you ensure thatequality leads to improvedoutcomes for all learners? To what extent do youvalue and celebratediversity? How do you challengediscrimination? How do you ensure thatage, disability, genderreassignment, marriageand civil partnership,pregnancy, race, religionor belief, sex and sexualorientation are not barriersto participation andachievement? |  |  |

23

24