Promoting Equality and Diversity Policy

Keiss Primary School





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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](mailto: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

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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.

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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.

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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.

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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"

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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.

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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)

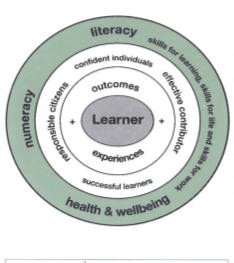
In schools:

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](mailto:Clinfoandsupport@highland.gov.uk) with details of dates of

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

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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

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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

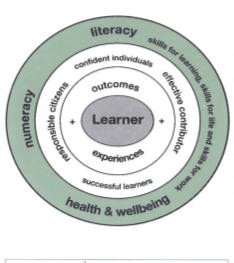
 CHIP: offers information, support and advice to the families and carers of

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

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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

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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?

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 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?

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

|  |
| --- |
| HIGH LEVEL OUTCOME 1: People are, and feel, free to live their lives without  harassment and discrimination, and can take part in community life |
| Pupils and school staff have a greater understanding of prejudice based bullying and its  impact.  Protected characteristics: All |
| Pupils and school staff feel more confident in reporting prejudice based bullying  incidents that they have experienced or witnessed  Protected characteristics: All |
| HIGH LEVEL OUTCOME 2: People benefit from public services in a fairer way, and  are able to have their say about them |
| Increase the number of young people leaving school moving into positive and sustained  destinations  Protected characteristics: All |
| Reduce gender segregation in positive and sustained destinations for young people  leaving 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 through  delivery of curriculum for excellence and wider school approaches following the  principles of the Highland Practice Model and SHANNARI. Protected characteristics: All |
| We will meet the needs of children and Families who have experienced interrupted  learning. This includes Gypsy/Traveller and Roma Children, and young carers. Children  with 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/>  
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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://www.educationscotland.gov.uk/inspectionandreview/Images/hgiosmnog_tcm4-712642.dochttp://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://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)

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Appendix 7 - Steer

|  |  |  |  |
| --- | --- | --- | --- |
| STEER - Developing an Equalities and Diversity Policy | | | |
| KEY ACTIONS TO BE TAKEN BY SCHOOL | Related  QIs | Action taken   On-going or x | Planned  Timescale |
|  Working with staff, pupils and parents, create a Diversity and Equalities Policy which focuses  promoting diversity and equality through all aspects of planned learning and describes what  Diversity 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; disability  awareness; developing vision, values and aims; children and young people learning about their  own and other cultures; building relationships; be representative of all groups; challenging  gender stereotypes; tackling homophobic bullying; developing global citizenship and respecting  children’s rights. | 5.1  5.3  5.9 6.1 |  |  |
|  Ensure the Diversity and Equalities Policy includes:  - Learning within the four contexts of CfE, the eight curricular areas; personal achievement; the  ethos 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 Equalities  Policy. | 8.1 |  |  |
|  Diversity and Equalities Staff Training and Policy Review must take place within a three year  cycle. This review must include the completion of the Diversity and Equalities Steer Template  /Equalities checklist. | 7.3 8.1  9.1 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 through  Self-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 diversity  and equality through all aspects of planned learning Transforming lives. Education Scotland 2013.   Examples of Highland / other schools’ curricular plans or rationales. | | | |

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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 4  contexts of learning |  |  |  |
| Leadership for diversity |  |  |  |
| Auditing the promotion of equalities |  |  |  |
| Embedding equalities in education |  |  |  |
| Strengthening equalities education |  |  |  |
| Improving confidence |  |  |  |

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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)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Features of highly  effective practice | Challenge Question(s) | Questions  based on Level 5  illustration | Evidence of current  practice | Next steps/ points  for further  consideration |
| 1.3 Leadership of Change   All staff have a very clear  understanding of the social,  economic and cultural  context of the local  community of current  educational policy. They  use this knowledge well to  shape the vision for the  school. |  What range of data and  information do we utilise  to understand the social,  economic and cultural  context of the local  community? |  To what extent do staff  at all levels take  responsibility for  implementing change  and promoting equality  and social justice  across all their work? |  |  |
| 1.4 Leadership and  Management of Staff   Equalities legislation is  adhered to and explicit in  recruitment practices.   The school community is  proactive in tackling  prejudice-based  discrimination so all staff  feel able to be themselves  in the workplace. |  How well do we promote  staff rights and  responsibilities? |  To what extent do you  actively promote  equalities for all, so  staff feel confident in  the workplace? |  |  |

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

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| --- | --- | --- | --- | --- |
| Features of highly effective  practice | Challenge Question(s) | Questions  based on Level 5  illustration | Evidence of current  practice | Next steps/ points  for further  consideration |
| 2.1 Safeguarding and Child  Protection   Robust arrangements are  in place to ensure that all  staff (including volunteers  and partners) are aware of  their responsibilities in  relation to child protection  and equality policies and  procedures. |  How effectively are  incidents related to  equalities acted upon to  prevent future  occurrences?  How well do staff take  account of the views and  experiences of children  and young people,  particularly where  decisions are to be made  that may impact on life  choices? |  To what extent does  the ethos and vision of  the school strongly  promote equality,  challenging all forms of  discrimination? |  |  |
| 2.2 Curriculum   All stakeholders are able to  talk about how the unique  features of the school  community inform the  design of the curriculum. |  To what extent do we take  account of all the factors  that make our school  unique? |  Within your curriculum,  to what extent do you  take very good account  of equality as a cross  cutting theme? |  |  |

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Quality Indicators: 2.4 Personalised Support

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| --- | --- | --- | --- | --- |
| Features of highly  effective practice | Challenge Question(s) | Questions  based on Level 5  illustration | Evidence of current  practice | Next steps/ points  for further  consideration |
| 2.4 Personalised Support   Both universal and targeted  learning and support is  embedded and is having a  positive impact on  children’s progression with  their learning.   The school reviews the  progress of all children  effectively, including those  with additional support  needs. They can provide  reliable and valid evidence  to support this process.   Children requiring  additional support have  high-quality individualised  and meaningful progression  pathways. |  Are staff able to access  effective levels of support  and training to build their  capacity to engage with  the needs of diverse  learners?   How effectively do we  involve parents and  partner agencies to  ensure learners benefit  from the right support at  the right time including  next steps in learning,  changes and choices?   To what extent is our  school an inclusive  learning environment? |  To what extent are all  children and young  people benefitting from  high-quality universal  support?   How do staff and  partners work  effectively together to  increase their ability to  meet the needs of our  diverse learners  through effective use of  professional learning,  support and specialist  resources?   To what extent do we  fully adhere to  legislative  requirements?   To what extent do staff  and partners take  positive and proactive  steps to ensure that  barriers to learning are  minimised? |  |  |

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

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| --- | --- | --- | --- | --- |
| Features of highly effective practice | Challenge  Question(s) | Questions  based on Level 5  illustration | Evidence of  current  practice | Next steps/ points for  further consideration |
| 2.5 Family Learning   Family learning promotes equality, fairness  and diversity.   Staff have an appropriate shared  understanding of Getting it Right for Every  Child (GIRFEC) and use these approaches  to meet the needs of families. |  How are we  actively  promoting  equality, fairness  and diversity?   How is our family  learning helping  promote the  wellbeing  indicators? |  To what extent do all  families have access to  Universal Support?   How is targeted support  provided to families who  have been identified as  having singular or multiple  needs that are having an  impact on their health and  wellbeing, development  and/or learning |  |  |
| 3.1 Ensuring Wellbeing, Equality and  Inclusion   All staff and partners take due account of the  legislative framework related to wellbeing,  equality and inclusion.   The curriculum provides children and young  people with well-planned and progressive  opportunities to explore diversity and multi-  faith issues, and to challenge racism and  religious intolerance.   Children and young people are  knowledgeable about equalities and  inclusion. They feel able to challenge  discrimination, xenophobia and intolerance  when they come across it. |  To what extent  does our school  celebrate  diversity?   How well does  our school  ensure that the  curriculum is  designed to  develop and  promote equality  and diversity and  eliminate  discrimination? |  How do you ensure that  equality leads to improved  outcomes for all learners?   To what extent do you  value and celebrate  diversity?   How do you challenge  discrimination?   How do you ensure that  age, disability, gender  reassignment, marriage  and civil partnership,  pregnancy, race, religion  or belief, sex and sexual  orientation are not barriers  to participation and  achievement? |  |  |

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