



Abronhill Nursery Class

Diversity, Equality, and RRSA Policy

1. Introduction

Abronhill Primary School and Nursery Class is dedicated to fostering an inclusive environment where diversity is embraced, equality is upheld, and children are empowered to understand and respect their rights under the United Nations Convention on the Rights of the Child (UNCRC). As a Rights Respecting School (RRSA), we aim to create a community where everyone feels valued, respected, and has the opportunity to thrive.

2. Vision and Aims

- To celebrate diversity and promote equality, ensuring every child feels valued and respected regardless of their background, identity, or abilities.
- To provide a rights-based education, embedding the principles of the UNCRC into all aspects of school life.
- To challenge stereotypes and discrimination, empowering children to become compassionate, informed, and responsible global citizens.
- To create a safe, nurturing environment where every child has the opportunity to achieve their full potential.

3. Legal and Policy Framework

This policy aligns with:

- **Equality Act 2010**, protecting individuals from discrimination based on protected characteristics.
- **UNCRC**, enshrining children's rights, including the right to education (Article 28), non-discrimination (Article 2), and participation (Article 12).
- National priorities such as **Getting it Right for Every Child (GIRFEC)** and the Scottish Government's commitment to advancing children's rights.

4. Responsibilities

a. Responsibilities of Staff:

- **Senior Leadership Team (SLT):**
 - Oversee the implementation of this policy and the integration of RRSA principles.



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- Ensure staff have access to appropriate training on equality, diversity, and children's rights.
- Monitor progress through evaluations, feedback, and the RRSA accreditation process.
- **Teachers:**
 - Embed rights-based learning into the curriculum, ensuring it is relevant and accessible to all pupils.
 - Actively promote equality, celebrate diversity, and challenge discriminatory behaviour or language.
 - Collaborate with pupils to develop class charters based on the UNCRC.
- **Support Staff:**
 - Uphold the school's ethos of respect and inclusion during all interactions with pupils.
 - Provide tailored support for children with additional needs, ensuring equitable access to school activities.

b. Responsibilities of Pupils:

- To treat others with kindness, respect, and fairness, recognizing the rights of everyone in the school community.
- To contribute actively to creating a positive school environment, including participating in the development of class and school charters.

c. Responsibilities of Parents/Carers:

- To support the school's commitment to diversity, equality, and rights-based learning by reinforcing these values at home.
- To engage with the school and contribute to building an inclusive, supportive school community.

5. Specific Strategies for Achieving RRSA and Promoting Inclusion

a. Embedding RRSA Principles:

- **Classroom Charters:** Co-created by pupils and teachers, outlining how children's rights will be respected in the classroom and school community.
- **Rights-Based Assemblies:** Regular assemblies highlighting themes such as equality, inclusion, and children's rights.



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- **Curriculum Links:** Incorporating UNCRC principles into all subjects, ensuring children understand the relevance of their rights in everyday life and globally.

b. Celebrating Diversity:

- Annual events such as **Diversity Week, Cultural Celebrations**, and themed days (e.g., International Mother Language Day, Black History Month).
- Encouraging children to share and celebrate their cultural heritage through storytelling, food, art, and performances.
- Inclusion of diverse texts, resources, and perspectives across all areas of the curriculum.

c. Addressing Discrimination:

- A zero-tolerance policy for bullying, harassment, or discriminatory behaviour, with clear reporting and support systems in place.
- Workshops and discussions to address topics such as racism, gender equality, and disability awareness.
- Staff-led restorative approaches to resolve conflicts and promote mutual respect.

d. Supporting Equity in Education:

- Providing additional resources and tailored support for children with additional support needs or those from disadvantaged backgrounds.
- Ensuring access to extracurricular activities, school trips, and enrichment opportunities for all pupils.
- Utilizing Pupil Equity Funding to address barriers to learning and promote inclusion.

6. Monitoring and Evaluation

To ensure the effectiveness of this policy, Abronhill Primary School and Nursery Class will:

- Review it annually in consultation with staff, pupils, and parents.
- Use feedback from surveys, focus groups, and pupil voice activities to assess progress.
- Monitor and evaluate incidents of bullying or discrimination and ensure appropriate actions are taken.



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- Report on RRSA progress through self-assessment and external verification processes.

7. Conclusion

At Abronhill Primary School and Nursery Class, we believe diversity is our strength, and every child has the right to feel safe, valued, and respected. By embedding the principles of equality, diversity, and the UNCRC into every aspect of school life, we aim to create a nurturing environment where all children can flourish and become active participants in their communities and the wider world.

Reviewed January 2026

To be Reviewed January 2027