

# Dykehead Primary School

*'Determined Pupils Succeed'*

## Equality and Inclusion Policy



*"As an inclusive school, we aim to be kind and respectful to each other in our actions and in our words. We actively seek to include everyone in our school community, regardless of their age, disability, gender, race, religion, sexual orientation or gender identity. We celebrate our diversity and recognise the contribution we all make towards ensuring our school a place where everyone can succeed."*

**Inclusion and Equality Statement by the pupils and staff of DPS, December 2018**

### Rationale

In Dykehead Primary School we acknowledge the right of every child to have the best possible start in life regardless of gender, racial or social background or ability. We value each and every individual with their own particular abilities, beliefs, challenges, attitudes, backgrounds and experiences and try to nurture respect for self and others. We create an inclusive environment and strive to ensure the whole curriculum is accessible to all.

This policy takes account of advice given by:

- Equality Act (2010)
- Education (Scotland) Act (2000)
- Additional Support for Learning (Scotland) Act (2004)
- Children and Young People (Scotland) Act 2014
- Getting It Right for Every Child (2010)
- United Nations Convention on the Rights of the Child (1992)

### **Rights of the Child**

As a Rights Respecting School, this policy takes account of the UNCRC. This policy bear particular relevance to **Articles 2, 23, 27, 28, 30 and 42.**

## Contents

<b>Aims</b> .....	2
<b>Responsibilities</b> .....	2
<b>Equal Opportunities in Learning and Teaching</b> .....	4
<b>Equalities and Inclusion Concerns</b> .....	4

### Aims

The aims of this policy are:

- to guide the school community towards full realisation of our Inclusion and Equality Statement, and our school motto of ‘Determined Pupils Succeed’.
- to ensure that all stakeholders have a shared understanding of the responsibilities and actions of the school in relation to Inclusion and Equality.



### Responsibilities

All members of the school community are responsible for promoting a culture of Equality and Inclusion. We work together to create an ethos of respect for all, which is reflected in our School Vision and Values.

#### **Senior Leadership Team**

The Head Teacher and the leadership team are responsible for:

- making sure that the Equality and Inclusion Policy is available and known to all staff, pupils, parent council members, parents and carers.
- explaining and modelling how the policy can be put into practice
- ensuring that all staff know their responsibilities and receive training and support to carry these out.
- conducting thorough investigation of any allegations and incidents which involve protected characteristics in relation to Inclusion and Equality.
- recording such incidents on Seemis Bullying and Equalities module, where allegations are substantiated.
- maintaining a log of such investigations, whether or not allegation was substantiated.
- monitoring and evaluating the frequency and nature of Bullying and Equalities incidents.
- conducting duties of Pastoral Care sensitively and with consideration where appropriate to *age, disability, gender, race, religion, sexual orientation or gender identity*

- leading annual review of a Curriculum Rationale which reflects school values and promotes Equality and Inclusion.
- planning and leading weekly assemblies, linked to Wellbeing Indicators, which promote the school's commitment to Inclusion and Equalities and educate children on issues related to Inclusion and Equalities.

### **All staff**

All members of staff are responsible for:

- delivering a curriculum which promotes Equality and Inclusion, and teaches children about their rights.
- being a role model of the school values, and for demonstrating respect for diversity.
- maintaining a positive ethos that promotes respect and equality for all.
- dealing sensitively with incidents and allegations relating to Inclusion and Equalities, and referring incidents involving protected characteristics to school leadership team.
- Referring incidents using correct procedures through 'Request for Pastoral Support' form and recording on Seemis Pastoral Notes if required.

### **Pupils**

Dykehead Primary Pupils have a responsibility to:

- value each other regardless of *age, disability, gender, race, religion, sexual orientation or gender identity*.
- conduct themselves in line with the school values, particularly in relation to respect for all members of the school community, and responsibility for their actions.
- include others in work and play activities, regardless of their perceived abilities.
- recognise the contribution that their peers can make and celebrate diversity.

### **Parents/Carers**

Parents and Carers have a responsibility to:

- encourage their children to value and respect others.
- support the school's vision and values.
- Support North Lanarkshire Council and Dykehead Primary's Equality and Inclusion policies.
- To engage in constructive dialogue with the school relating to issues of Inclusion and Equality.

## Equal Opportunities in Learning and Teaching

Dykehead Primary School adopts an inclusive approach to education ensuring our whole curriculum is accessible to all. Topics covered in the broad general phase of Curriculum for Excellence provides our learners with knowledge and understanding of different religions, cultures, gender issues, health and wellbeing. These experiences encourage a positive approach to equality and inclusion and are sensitive to the needs of individuals in school.

We take account of a number of factors when planning access to the curriculum such as:

- Learning and Teaching Styles
- Pupil Groupings
- Forms of Assessment
- Physical Environment
- Cultural Differences
- Appropriate Educational Materials

Where necessary the school will create a 'Getting it Right for Me' Plan to share and review strategies to support a child's inclusion.

Visiting specialists, charities and organisations are invited to support our children and families, and the work of the school. The school pro-actively seek specialist support and advice where necessary in order to ensure best practice in relation to Inclusion and Equalities.

## Equalities and Inclusion Concerns

If any member of the learning community has a query or a concern in relation to the practices of the school in relation to inclusion or equalities, they should contact the Head Teacher.