

New Monkland Primary School & Nursery



Getting it Right for Every Child

Equality and Diversity Policy



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Review: August 2021

Background

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 school's 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

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 – We are a Silver accredited RRS & Nursery**
- 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.

Rationale

- Our children and young people live in a diverse society in 21st century Scotland. New Monkland Primary & Nursery 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 North Lanarkshire Council policies.

Key principles

We work in partnership with other services, agencies and families to deliver integrated services for children, families and young people. The principles of GIRFEC (Getting It Right for Every Child) 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 children in Noble Primary.

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

- **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.
- **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.

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

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.

Curriculum for Excellence

This Policy celebrates and recognises the work that our school is undertaking to promote diversity and equality through all aspects of planned learning. 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.
- We aim to promote equality and diversity through; ethos and life of the school as a community; curriculum areas and subjects;
- Interdisciplinary learning (IDL); opportunities for personal achievement.

Ethos and Life of the School

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.

At New Monkland Primary School & Nursery we are aware of the need to remove barriers that socio-economic factors present to many of our pupils and do this by ensuring that the school supplies any necessary resources, offers uniform items at reduced or no cost to parents and makes every attempt to limit costs of trips and special events and considers how best to manage contributions to charity.

We are also aware of ensuring equality of opportunity for children and families from by respecting their values. Promoting positive behaviour strategies are inclusive and supportive. Systems are designed to maximise opportunities for pupils with additional support needs in this area to feel included and supported. Our planned assembly programme includes opportunities to promote equality and diversity through pupil voice, HWB and RO assemblies. We also include celebrations of different festivals.

Curriculum Areas and Subjects

We promote learning where children experience a broad general education. We encourage the curriculum to be organised and planned in creative ways which encourage deep, sustained learning and which meet the needs of all children. Learning experiences and resources across all curricular areas should portray people with protected characteristics of equal status.

Our curriculum is planned around clear purposes to develop our pupils as responsible citizens with an understanding of equality and diversity. We use interdisciplinary learning which is based upon experiences and outcomes drawn from different curriculum areas or subjects and ensures progression in skills, knowledge and understanding of equality and diversity.

Opportunities for Personal Achievement

- Pupils will have equal access to opportunities of personal achievement.

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.

- The Council's recruitment and selection policies are adhered to.
- Volunteers and visitors to the school are aware of this policy.

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 Forum will:

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

UNCRC Links

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 7: You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8: You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15: You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 20: You have the right to special care and help if you cannot live with your parents.

Article 21: You have the right to care and protection if you are adopted or in foster care.

Article 22: You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 26: You have the right to help from the government if you are poor or in need.

Article 30: You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 42: You have the right to know your rights! Adults should know about these rights and help you learn about them, too.