

# **Stane Primary School and Nursery Class**



## **Equality and Inclusion Policy November 2022**

**Kindness, Compassion, Courage, Community  
SAFE, READY, REPECTFUL**

*"As an inclusive school, we strive to treat one another with kindness and respect in both our words and our deeds. Regardless of age, ability, gender, colour, religion, sexual preference, or gender identity, we actively work to include everyone in our school community. We appreciate the contributions each of us makes to make our school a place where everyone may achieve, and we celebrate our uniqueness."*

### **Inclusion and Equality Statement by the pupils and staff of SPS, November 2022**

In Stane 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 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. Articles 2, 23, 27, 28, 30 and 42 are of particular relevance.

### **Aims**

The aims of this policy are:

- to guide the school community towards full realisation of our Inclusion and Equality Statement, and our school values of kindness, compassion, community and courage,
- to ensure that all stakeholders have a shared understanding of the responsibilities and actions of the school in relation to Inclusion and Equality.

### **Responsibilities**

Every member of the school community must promote a culture of equality and inclusion. Our school's vision and values represent our collective efforts to foster a culture of respect for all.

### **Senior Leadership Team**

The Head Teacher and her 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.

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- 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.
- 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.
- Recording incidents using correct procedures through either 'pink slip' system or Seemis Pastoral Notes.

### **Pupils**

Stane 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 Stane Primary's Equality and Inclusion policies.

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- To engage in constructive dialogue with the school relating to issues of Inclusion and Equality.

### **Equal Opportunities in Learning and Teaching**

Stane 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.

Policy Last Update	November 2022
Policy Review Date	November 2023

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