

High Mill Primary School



Equalities and Diversity Position Statement

December 2022

Review: December 2025

“Education Scotland is committed to equality. Our vision is to be leaders in ensuring equality for all and modelling practices in eliminating discrimination, promoting equality and diversity, and addressing inequity in all aspects of our work.”

(Equality Policy, Education Scotland, 2017)

RATIONALE

Our children and young people are growing up in a diverse society. Our school is becoming increasingly more diverse. We aim to recognise and celebrate the difference and diversity of the cultures within our community. While aiming to meet the needs of every child. We aim therefore, to make school a happy, supportive place where children will develop social, moral and cultural values and academic skills in literacy, numeracy and all other curricular areas. We strive to meet the needs of every child through provisions of an equal and fair educational experience.

At High Mill Primary School, we are committed to delivering equality of opportunity for all and we work actively towards eliminating bullying and discrimination. It is acknowledged that this can happen, and we have clear approaches for tackling this including through our Relationships, Anti-Bullying and Additional Support Needs policies.

All pupils and staff have the right to feel happy, safe and included in High Mill Primary School. Our School Values reflect this: Respectful, Determined, Helpful, Nurturing, Inclusive and Ambitious.

AIMS & OBJECTIVES

Our aim is to create an ethos of understanding, acceptance and respect, so that pupils, staff and parents feel safe, valued, included, supported and respected in our school. We strive to put diversity and inclusion at the heart of our work. We strive to include all children in the life of the school.

Through this policy and all work undertaken by the school, we set out to:

- promote equal opportunities and good relationships, particularly within the school community
- celebrate diversity, remove barriers to successful learning and encourage achievement for all
- present a consistent and coherent approach to challenging bullying, racism and discrimination
- support everyone in identifying and challenging unacceptable behaviours and attitudes
- support everyone in fostering respectful behaviours and good relationships

BACKGROUND

In line with the principles of Getting it Right For Every Child (G.I.R.F.E.C) and the UN Convention of the Rights of the Child (U.N.I.C.E.F, 1990), High Mill Primary supports the vision and strives to the common aim that all children and young people should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

The Equalities Act 2010, The Education (Additional Support for Learning) (Scotland) Act 2004, the Morgan Review (Dec 2020), and the Children and Young People’s Act 2014, aim to ensure that all learners are provided with the necessary support to help them achieve their full potential. All practitioners will use inclusive and integrated practice to promote equality of opportunity for all learners to succeed, taking account of their needs or protected characteristic.

The protected characteristics as defined in the Equality Act 2010 are as follows:

- Race
- Age
- Disability
- Pregnancy and maternity
- Marriage and civil partnerships
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment

We adopt and implement both South Lanarkshire Council’s Policy Statement on Inclusion and Equality and its Framework for Inclusion and Equality. These form the basis of our school policy.

CURRICULUM

Equalities education means teaching and learning about developing positive attitudes and relationships, about discrimination in different forms, how to challenge discrimination and celebrating differences within society.

In addition to responding to incidents involving pupils as they arise, staff support children in resolving issues. Delivering Health and Wellbeing outcomes from A Curriculum for Excellence is a responsibility of all working in schools and the outcomes are designed to promote positive attitudes as well as physical, mental, emotional and social wellbeing.

Examples of curricular work specific to Equalities education taught at High Mill Primary School could be assemblies, developing a Class Charter in every class (linked with the Rights of the Child), moral issues arising from studies of the treatment of specific groups during World War II, celebrating and encouraging positive responses to, for instance, Dyslexia or Autism through awareness days, taking part in West Partnership live lessons and webinars around diversity and racial equality.

SUPPORT FOR LEARNERS

Pupils with additional support needs are identified and appropriate support is provided whether this is through physical adaptations, changes to the class environment or through interventions for wellbeing or learning.

From time-to-time, the school works in partnership with a range of education and multi-agency partners to support pupils and provide advice or educational programmes where available. This may include School Nurses, Educational Psychologist, C.A.M.H.S, Occupational Therapists or the Specialist Support Teacher.

High Mill Primary School also offers support to all pupils involved in incidents of bullying or discrimination and will deal with such incidents fairly and equitably. All parties involved will be offered appropriate support, and further information about this can be found in our Anti-Bullying and Relationships policies.

We always respond to incidents or allegations made by pupils, staff, parents or other members of the community and they are taken seriously. Appropriate action will be taken, following the establishment of facts from all relevant parties. Violent incidents, whether verbal or physical are recorded.

Such incidents will be handled sensitively, and actions will be taken by the Head Teacher or other staff member. All cases or alleged cases of bullying or discrimination will be reported to the Head Teacher. Actions taken are dependent on the age, stage and needs of the individuals involved all of which are based on support, restorative practice and sustainable change.

RESPONSIBILITIES

At High Mill Primary School, learners have a responsibility to participate in Health and Wellbeing lessons, including Equalities education. They have a responsibility to follow the school's Relationship policy, values and rules, including being fair and respectful towards others.

Parents have a responsibility to support their child, show respect towards other families and support the school ethos, values and procedures.

All staff, including visiting and supply staff, office and janitorial staff, support and teaching staff, share responsibility for promoting the Equalities Policy throughout the school's shared areas including corridors, halls and school grounds. All staff need to be aware of the implications of council and school policy and are involved in the implementation process. Class teachers ensure that equalities education is integrated into the curriculum and opportunities are provided for all pupils to explore issues of attitudes and behaviours, including developing the skills and confidence to challenge bullying, racism and discrimination.

The headteacher ensures the policy is implemented, supports staff development, in addition to finding and providing opportunities for Equalities and Diversity education for learners.

QUALITY ASSURANCE & SELF-EVALUATION

As with all practice, ongoing review is essential and at High Mill Primary School we use 'How Good Is Our School 4' (HGIOS4) which underpins effective self-evaluation and is a key aspect of the Scottish approach to school improvement. The HGIOS4 framework is used to support self-evaluation and reflection involving staff, parents, children, wider stakeholders in all schools nationally.