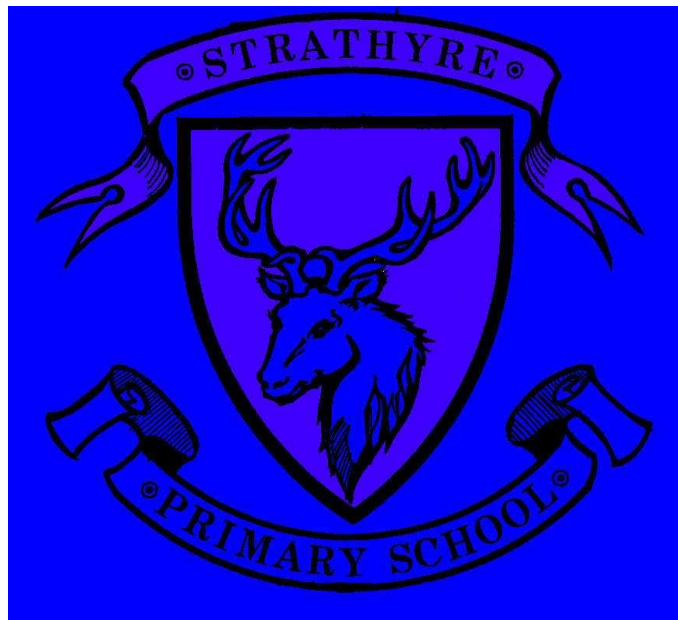


# EQUALITY, DIVERSITY AND INCLUSION



B McDonald  
STRATHYRE PRIMARY SCHOOL

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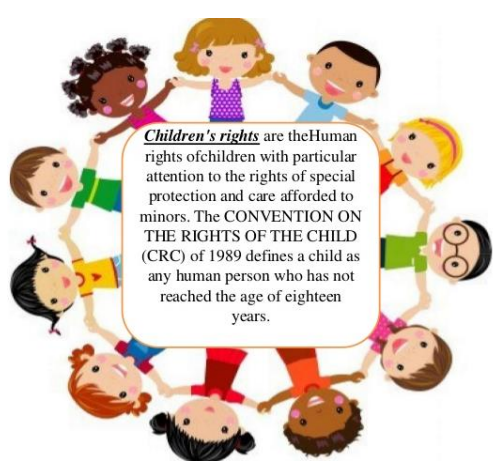
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## **1 Introduction**

Strathyre Primary School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

Strathyre Primary School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

In this we include all members of the extended school community – pupils, staff, Parents / Carers and others from our local community. Partners and other visitors to the school are also expected to adhere to this policy.

## **2 Legal Framework**

Our aim is that our practice, policies and curriculum ensures that no pupils, staff or visitors are discriminated against or harassed whether they have a protected characteristic or not.

### **Protected characteristics**

The Equality Act 2010 made it illegal to discriminate against people because of their:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

This policy has been devised to enable Strathyre Primary School to meet its general duty in:

- Eliminating unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advancing equality of opportunity between those who have a protected characteristic and those who do not.
- Fostering good relations between those who have a protected characteristic and those who do not.

We do this by:

- Providing a secure environment in which all of our children can flourish and in which all contributions are valued.
- Including and valuing the contribution of all families to our understanding of equality and diversity.

We are committed to providing the best learning opportunities for all children and young people, including those children and young people with a disability or additional support need.

Stirling schools, Learning and Education accessibility strategy has been developed for all nurseries, primary schools and secondary schools in Stirling Council. The strategy sets out the Council's plan for areas of development in meeting the individual needs of children and young people who have a disability or additional support need (ASN). The strategy will also cover the needs of parents and carers who may have a disability themselves, so that when they visit or communicate with their child's school, they are supported to do so appropriately.

There are three areas of focus to improve over a three year period, 2015 - 2018:

- Physical access for all
- Communication access
- Curriculum access for children and young people with a disability or ASN.

Further information is available from the ASN and Wellbeing Team, 01786 233193.

*Appendix 1- Accessibility Strategy*

### **3 Aim**

Equality and Diversity is about making a difference to the lives of the people we serve, treating all people with dignity and respect, and recognising the value of each individual. We are committed to ensuring that our services meet the varied and individual needs of children and young people in our school, that our employment practices are fair and promote equality and that we respect the wide variety of lifestyles and cultures, locally and nationally.

We aim to prepare children and young people for living within a diverse society with increasing global connections and controversial issues.

We work hard to build strong and trusting relationships with our pupils and their families in order to harness their engagement and enjoyment in all aspects of school life. We recognise that pupils and family members may experience a range of different needs during different times in their lives and we endeavour to meet these needs by working in close partnership with relevant agencies.

Providing positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and people with disabilities.

Reviewing our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.

Making inclusion a thread that runs through all of the activities of Strathyre Primary School.

## 4 Our Ethos

At Strathyre Primary School we always aim to give all pupils, parents, staff and visitors a very warm welcome. Together we continually strive to provide a happy and supportive environment in which the unique potential in every child is realised.

Our school has a warm and caring ethos where every pupil is encouraged to achieve their full potential through a variety of learning approaches.

We promote and celebrate positive behaviour and our children's many achievements through a shared understanding of our school values: Creativity, Compassion, Respect, Resilience, Determination and Integrity.

Our staff team consists of dedicated individuals who work well together and with all of our young people to ensure the highest possible standard of teaching and learning as well as ensuring the wellbeing of each and every child is at the heart of everything we do. The principles of Getting it Right for Every Child are embedded within all we undertake.

We have an extremely supportive Parent Council and we know that the best results for all of our children are achieved through the successful partnership of pupils, staff and parents as well as with the wider community.

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability – so that reasonable adjustments are made.
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender – so that the different needs and experiences of girls and boys, and women and men, are recognised.
- Religion, belief or faith background.
- Sexual identity.

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.

All prejudice based incidents will be formally recorded with actions taken to prevent the behaviours from happening again.

*Appendix 2 - Promoting Positive Behaviour Policy*

*Appendix 3 – Prejudice Based Incidents Reporting and Monitoring form*

## 5 Curriculum

The curriculum offered at Strathyre Primary School encourages children to develop positive attitudes about themselves as well as to people who are different from themselves.

Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum and our health and well-being programmes
- Ensuring that children have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each curricular area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Celebrating a range of festivals
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
- Data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils
- We recognise the specific assessment needs of pupils with additional needs and also the importance of scrutinising assessment materials for cultural bias



## 6 Roles and Responsibilities

All who are associated with Strathyre Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

### **Headteacher:**

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult pupils, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all pupils, staff and stakeholders
- Ensure that staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Provide appropriate role models for all staff and pupils
- Provide opportunities and mechanisms for the sharing of good practice
- Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying case, homophobic and racist incidents
- Ensure that the school carries out its statutory duties effectively

### **Staff:**

- Proactively following this policy and any associated guidelines
- Providing role models for pupils through their own actions
- Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
- Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them

### **Pupils:**

- Treating others kindly and fairly without prejudice, discrimination or harassment
- Attending and engaging in their own learning as well as helping other pupils to learn
- Telling staff about any prejudiced related incidents that occur

### **Parents / Carers:**

- Supporting our school in its implementation of this policy
- Following the school policy through their own behaviour
- Ensuring their children attend and engage in the learning
- Telling staff about any prejudice related incidents that occur

***“Good schools. like good societies  
and good families. celebrate and  
cherish diversity.”***

***Deborah Meier***