

EQUALITY, DIVERSITY AND INCLUSION
A POLICY TOOLKIT FOR SCHOOLS AND EARLY
LEARNING CENTRES
AUGUST, 2019

respect

openness

fairness



INTRODUCTION

Our commitment to equality, diversity and inclusion is anchored in our school values of Ulva Primary School. We also aim to model, through our everyday practices and principles, the values of Argyll and Bute's Education Service which are *respect, openness and fairness* ([Our Children, Their Future](#) p5). In Ulva Primary School we are committed to equality. Our vision for equality is to be Kind, Respectful and Hard Working. Our aim is to promote equality and diversity in all areas of our school community, to prevent discrimination and prejudice, and to address inequity in all forms.

The commitment to eliminate prejudice, discrimination and harassment of those learners who are from protected groups or who experience other forms of disadvantage is clearly stated in Argyll and Bute Council's Equality Outcomes for Education:

Education

1. We do not tolerate bullying and harassment of people from protected groups
2. The gap in educational attainment between people with and without protected characteristics is reduced

(Argyll and Bute Council Equality Outcomes, 2019 to 2023)

EQUALITY AND CHILDREN'S RIGHTS

Every learner in Ulva Primary School has a right to be free from fear, discrimination, intimidation, harassment and social exclusion. Equality, diversity and inclusion are children's rights issues:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

[The United Nations Convention on the Rights of the Child \(Article 29\).](#)

To achieve equality, diversity and inclusion for the learners of Ulva Primary School, we must at all times ensure their rights to:

- protection against discrimination (UNCRC Article 2);
- an opinion and for it to be listened to and taken seriously (Article 12);
- protection against all forms of violence – including physical or mental violence (Article 19);
- contribute meaningfully to the decisions and circumstances that affect their lives (Article 19);

- be supported to ensure that any disability they might have does not prevent them from living a ‘full and decent life with dignity and, as far as possible, independence and to play an active part in the community.’ (Article 23); and
- an education in which their dignity and rights are protected (Article 28).

WHAT DIRECTS AND GUIDES OUR POLICY AND PRACTICE?

Our policy is informed primarily by the following National Policy:

The [Equalities Act, 2010](#) provides a legislative framework for the promotion of equality, particularly in relation to nine protected characteristics, which are:

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

Please note that the characteristics of age and marriage and civil partnerships do not apply in schools.

It is important to recognise that there are some learners who belong to ‘groups’ not covered by the [Equalities Act 2010](#), but who nevertheless might experience inequity and exclusion, such as children and young people who are care-experienced (formerly known as ‘Looked After’), economically disadvantaged or who are Young Carers.

The following legislation, policy and guidelines are also relevant to equality, diversity and inclusion:

[United Nations Convention on the Rights of the Child](#) (United Nations, 1991)

[Standards in Scotland’s Schools Act, 2000](#) (Scottish Executive, 2000)

[Curriculum for Excellence](#) (Scottish Government, 2004)

[Getting it right for Every Child \(GIRFEC\)](#) (Scottish Government, 2008, update September 2017)

[Education \(Additional Support for Learning\) \(Scotland\) Acts](#) (2009, as amended)

[Children and Young People \(Scotland\) Act](#) (Scottish Government, 2014)

[Health and Wellbeing: responsibility of all](#) (Education Scotland, 2014)

[The Scottish Attainment Challenge](#), (Scottish Government, 2015)

[Developing the Young Workforce Career Education Standard \(3-18\)](#) (Scottish Government, September 2015)

[Our Children, Their Future](#) Education Vision and Strategy (Argyll and Bute Community Services Education, 2016)

[Education \(Scotland\) Act](#) (Scottish Government 2016)

[Carers \(Scotland\) Act](#) (Scottish Government, 2016)

[National Improvement Framework for Scottish Educations: Achieving Excellence and Equity](#) (Scottish Government, 2016)

[Respect For All: A National approach to bullying](#) (Scottish Government, 2017)

[Mental Health Strategy 2017 to 2027](#) (The Scottish Government, March 2017)

[Children and Young People’s Services Plan 2017-2020](#) (Argyll and Bute Council/NHS, 2017)

[Included, Engaged and Involved part 2](#): preventing and managing school exclusions (Scottish Government, 2017)

[15-24 Learner Journey Review](#) (Scottish Government, 2018)

[Equally Safe: Scotland’s Strategy to prevent and eradicate violence against women and girls.](#) (Scottish Government, 2018)

[Our children, their mental health and wellbeing](#), (Argyll and Bute Council, 2018)

[Better Relationships, Better Learning, Better Behaviour](#) (Scottish Government, 2018)

[Engaging Parents and Families – a toolkit for practitioners](#) (Education Scotland March, 2019)

[Argyll and Bute Council Equality Outcomes](#), 2019 to 2023

Argyll and Bute Council [Equality and Diversity Policy \(2019 update\)](#)

[2019 National Improvement Framework and Improvement Plan](#) (Scottish Government)

[Argyll and Bute Parental Engagement Strategy 2019-2020](#) (Argyll and Bute Council, 2019)

Related Ulva Primary School policy and guidelines include: Ulva Primary School Anti-bullying policy, Ulva Primary School Positive Behaviour Policy.

WHO IS THIS POLICY FOR?

This policy is for all learners, parents and carers, teaching and non-teaching staff, school managers and partners of Ulva Primary School.

WHAT DO WE MEAN BY 'EQUALITY', 'EQUITY', 'DIVERSITY' AND 'INCLUSION'?

- **Equality** is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.
- **Equity**, like equality, is about achieving fairness. However, while equality may be about 'levelling the playing field', equity is giving an extra hand to those who need it most so that they might overcome the barriers that they are likely to experience.
- **Diversity** is about recognising and valuing difference, where everyone is respected for who they are.
- **Inclusion** means that everyone, regardless of ability, disability, or health care needs, has the right to be respected, valued and able to participate meaningfully in their school and wider community.

WHAT WILL WE DO TO PROMOTE EQUALITY, DIVERSITY, AND INCLUSION?

In Ulva Primary School, we will ensure that all staff are aware of Health and Wellbeing as a 'responsibility for all' and of the importance of ensuring that GIRFEC outcomes are embedded across the curriculum so that our children and young people are aware of the ways in which their learning experience can contribute to them being safe, happy, achieving, nurtured, active, respected, responsible and included (see Argyll and Bute's Information on GIRFEC on The Hub at <https://www.argyll-bute.gov.uk/girfec>).

In addition, we will:

- put our inclusive values into action;
- ensure that all of our children feel that they are safe and valued and that they have at least one member of staff who knows them well and whom they are able to trust;
- ensure that our commitment to Equality, Diversity and Inclusion is visible throughout the school;
- create an inclusive and welcoming environment in which there is visible support for equality and diversity (rainbow lanyards, pride flags, posters);
- provide gender-neutral toilets;

- promote authentic learner engagement and decision-making;
- ensure that we avoid assumptions about gender, race, religion, cultural, social or economic background, sexual orientation or family status;
- place Health and Wellbeing at the heart of our school, particularly the mental and emotional health and wellbeing of both learners and staff;
- ensure the parents and carers of our learners feel included in our school and that they have a meaningful say in our policy and practice (Argyll and Bute Parental Engagement Strategy 2019-2020);
- embed GIRFEC across the curriculum and that our learners are aware of progress in their wellbeing outcomes;
- support everyone in our school and all of those who are involved in our school to feel that they belong;
- ensure that our Learner Journeys are appropriate to needs for all of our learners and that our curriculum choices are fair and equitable, providing opportunities for all to succeed regardless of gender, race, sexual orientation, cultural background or religion;
- provide opportunities for progression in wider achievement;
- embed work-related skills across the curriculum and create opportunities for work-based learning;
- provide effective outdoor learning opportunities and Outdoor Education that build resilience;
- promote equality and diversity at our school assemblies;
- ensure that our transitions programme include all learners and provide additional support and targeted early intervention for vulnerable learners;
- use peer support with mixed age groups;
- establish effective practices for universal, targeted and specialist support;
- ensure that we have effective equality and diversity, anti-racist and multicultural education across the school and in focused areas such as Personal and Social Education and Religious and Moral Education;
- celebrate equality and diversity through awareness days such as Anti-bullying week.
- build the skills of our teaching and non-teaching staff through effective equality and diversity training;
- Rights Respecting Schools Award;
- provide quiet or 'chill-out' areas in schools;
- provide regular circle-time;
- embed PATHs (Promoting Alternative Thinking Strategies) programmes;
- playground buddies, playground supervision;
- provide lunchtime, extra- and co-curricular groups clubs and activities;
- provide family and community learning;
- provide effective PSE programmes on sexual harassment and consent;
- engage in partnership working with parents, outside agencies and the local community;
- provide internet safety programmes for children and young people, and parents

HOW WILL WE ADDRESS INEQUITY?

Ulva Primary School is committed to addressing the barriers that our children and young people might experience due to inequity.

We intend to achieve this through:

- whole-school awareness of impact of Adverse Childhood Experiences (ACES) and trauma/attachment awareness;
- effective evidence-based Pupil Equity Fund (PEF) initiatives;
- all staff are aware of learners who are care-experienced and there is an effective GIRFEC planning process to help learners to feel safe, valued and involved in their learning;
- applying a policy of staged intervention to support children and young people who have additional support needs and other barriers to learning;
- targeted literacy and numeracy programmes;
- communication with home is accessible and respectful, is couched in gender-neutral language and, where there are significant linguistic barriers, uses the first language of the parents and carers. Communication avoids assumptions about family status or background and takes into consideration the difficulties parents might have in engaging with the school;
- provide clear and effective Child's Plan assessment, analysis and planning through the Wellbeing App, with measurable outcomes and recorded input of learners and parents;
- ensuring that we are aware of who our young carers are and liaising with partners concerning the Young Carers Statement and support both in school and at home;
- building strong partnerships with universal, statutory and third sector agencies to support vulnerable learners;
- creating a climate of engagement and positivity that enables the parents and carers of vulnerable learners to feel that they are able to engage fully with the school and to become involved in their children's learning;
- establishing effective means of tracking the progress of our most vulnerable learners and ensuring that early and effective intervention takes place to ensure that they are able to overcome difficulties;
- resilience-building programmes.

It is important that when dealing with learners involved in incidents of bullying, the guiding principles of [Included, Engaged and Involved part 2](#), as well as Argyll and Bute's Management Circular 3.8 on [Managing Exclusions in Schools](#) are applied and that we ensure that our learners remain fully included, engaged and involved in their education.

WHAT ARE OUR ROLES AND RESPONSIBILITIES?

Promoting equality, diversity and inclusion are the responsibility of all at Ulva Primary School.

However, there are specific roles and responsibilities as follows:

The Head Teacher/ member of staff with strategic responsibility for Equality, Susie Carmichael - Head Teacher, will ensure that:

- the policy is implemented, monitored and reviewed in line with the needs of the school and with local and national policy and guidelines;
- all staff are aware of their responsibilities, are given appropriate training and support and provided with up-to date knowledge of equality law, policy and best practice;
- Ulva Primary School recognises and addresses the barriers that parents and carers may experience to involvement and engagement with the school, including those related to language, culture, race, educational background and experience, rural isolation, health, time and work issues;
- the policy is fully promoted to learners, staff, parents, carers and partner agencies; through school website and blog.
- our learners, their parents and carers and our partner agencies are fully aware of this policy;
- in Ulva Primary School, we address inequity through strategic planning, monitoring and targeted intervention. This includes processes to support learners who have learning and disability barriers in accessing the curriculum, who are at risk of inequity through their race, sexual orientation, gender or culture, who are economically disadvantaged, who are care-experienced and who are young carers;
- when dealing with incidents of prejudice-based harassment or bullying, appropriate steps are taken to prevent a recurrence and to ensure that these steps are in accordance with the guiding principles of Argyll and Bute Management Circular 3.8 and with Ulva Primary School's Behaviour and Communication Policies;
- all staff are aware of what constitutes a hate crime and appropriate action is taken should this occur (see [Hate Crime Scotland](#));
- the school adheres to the principles and practices outlined in [Argyll and Bute Council Equalities Mainstreaming Report and Equality Outcomes 2019](#), including those relating to recruitment and selection;

- all staff are aware of their rights with regard to harassment at work, as outlined in Argyll and Bute's [Dignity at Work: Eliminating Workplace Bullying and Harassment Policy and Procedure](#) (Argyll and Bute Council, 2016);
- all incidents of racism, violence against staff and prejudice-based bullying incidents are recorded on SEEMIS and appropriate action is taken to avoid recurrence. This information will be collated centrally and the data will be used to direct Education Service Policy;
- there is meaningful consultation with staff, parents, learners and partners in the preparation, further development, monitoring and review of this policy;
- there are effective self-evaluation procedures, inclusive of the voices of all staff, learners, parents and partners on equality, diversity and inclusion;
- an evidence-based approach to monitoring and evaluating equality, diversity and inclusion in Ulva Primary School is embedded. Relevant equalities-based data is collated from a range of sources such as the BGE Benchmarking tool, SNSA, Insight, SEEMIS data on attendance, exclusion, behaviour referrals and Violence and Anti-Social Behaviour (against staff); and
- evidence from a range of sources that relate to equalities is collated and used as part of a robust cycle of monitoring and review of equality and inclusion policy and practice.

All teaching and non-teaching staff in Ulva Primary School will:

- promote an ethos in the classroom that values equality, inclusion and diversity;
- be aware of the importance of language and show that language that is sexist, racist, homophobic/biphobic or transphobic will not be tolerated and that discriminatory or prejudiced behaviour will be dealt with fairly and justly;
- ensure that GIRFEC is embedded in classroom planning and practice;
- meet the needs of individual children;
- provide lessons that are well planned, paced, differentiated and delivered with clear learning intentions and success criteria, providing effective feedback and assessment that arises naturally from teaching and learning;
- ensure that learners have a meaningful say in their learning;

- be committed to building positive relationships between learners, staff, parents and carers and partners in the community and beyond; and
- be aware of the latest local and national policy, practice and guidelines on equality, diversity and inclusion.

The Parents and Carers of Ulva Primary School will:

- work proactively and collaboratively with the school to ensure the best outcomes for their children;

HOW DO WE MONITOR THE EFFECTIVENESS OF THIS POLICY?

This policy is in accordance with the Authority’s [Equality and Diversity Policy \(2019 update\)](#). It supports the Council in its duty to eliminate discrimination, treat people fairly and with respect and promote good relations between diverse groups. This policy will also be subject to a [Child Rights and Wellbeing Impact Assessment \(CRWIA\)](#).

The impact of this policy will be reviewed through the collation of relevant data such as SNSA, BGE Benchmarks, attendance, exclusion and behaviour referrals, through self-evaluation by learners, staff, parents, carers and partners and through observation. The evidence will then be reviewed and improvement targets will be set.

To ensure that our policy has a meaningful and sustainable impact, we will also ensure that:

- equalities and diversity staff development will take place within a three year cycle;
- equality and diversity training will be included in induction processes for new staff;
- a Policy Review will take place within a three year cycle; and
- Ulva Primary School’s Equality, Diversity and Inclusion Policy will be reviewed in 2022.