



Roseburn Primary School

# Equality and Diversity Policy

Created: October 2020

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## Equality and Diversity Policy

### **Purpose**

This Policy exists to ensure all children within Roseburn Primary School have the best and equal start to life regardless of their sexuality, gender, ethnic group, faith, age, background or disability. This provides all children with the opportunity to succeed and become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

In addition, this Policy exists to ensure all staff, volunteers, visitors and parents/carers experience a positive and inclusive school environment which aims to promote equality and diversity.

This policy has been revised and updated following consultation with staff, parent and pupil groups, including our Pupil Council, Equalities Committee and Rights Respecting School Committee.

### **Our Values and Beliefs**

Everyone at Roseburn has the right to feel happy, safe and included and we support every child to achieve and attain their very best. At Roseburn Primary School we:

- respect individuality and celebrate diversity, providing opportunities for success through a variety of curricular and extra-curricular options and pathways
- encourage creativity and support children to build the skills and resilience they need for the future
- aspire to be the very best we can be
- foster a sense of belonging to our school and are very proud of our tradition and heritage
- use restorative approaches to repair and strengthen relationships within our school community
- are committed to promoting equality of opportunity for all and work actively towards eliminating all forms of discrimination
- recognise the effects that discrimination can have on a child's feelings of worth, health and wellbeing and their school work.
- actively foster good relations between diverse groups and individuals.
- recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination because of their age, disability, ethnicity, gender, gender change, care experience status, pregnancy or maternity, religion or belief, culture, sexual orientation and socio-economic status, or any combination of these.

**Definitions**

We use the legal definition of '*equalities*', which gives protection to people under 9 different categories – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Equality Act 2010 defines these as 'protected groups'. Individuals who do not have any of the legally protected characteristics may also be vulnerable to bullying and harassment. For example, care experienced children, young carers and children from poorer backgrounds.

## Responsibilities

**The Equalities Co-ordinator, in consultation with the Head Teacher, is required to:**

- monitor and report annually on the implementation of this Policy
- supervise the review and updating of this Policy at least every four years.

**All staff are expected to work in accordance with the principles outlined in this policy to:**

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver lessons and activities to raise awareness of this policy and the importance of promoting equality.
- support children in their class who have additional needs.

## Concerns and Feedback

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of discrimination or a wider community issue. We ask that if the parent/carer feels that the issue has not been resolved to their satisfaction then this should be brought to the Head Teacher's notice. If the Head Teacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Policy. If early resolution at this stage is not achieved, then the matter can be referred to the Department's Advice and Conciliation Service. We are also pleased to receive compliments – feedback from parents/carers when things have gone well.

## Communicating, Evaluating and reviewing this Policy

We promote our Equality and Diversity Policy throughout the session, during assemblies, HWB lessons and weekly Rights Respecting lessons. The effectiveness of this Policy is reviewed on an annual basis along with the number of incidents that are reported alongside the attendance, exclusions, attainment and achievement of children in protected groups. Feedback from children and parents/carers is also considered.

## Prevention

By promoting a positive school ethos regarding rights, equalities and diversities, bullying and health and wellbeing, we aim to prevent instances of discrimination taking place. This is achieved through:

- regular surveys and focus groups sessions to evaluate ethos and health and wellbeing in the school
- the Rights Respecting School group, which ensures that all children are aware of and learn about their human rights through lessons, events, assemblies and displays
- embedding the Rights-respecting values in the school empowering children to become more active citizens and learners
- work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos which includes working with organisations such as Respect Me, Stonewall and LGBT Youth Scotland
- encouraging diversity and anti-discrimination projects to raise the profile of these issues

- equalities issues are a standing item on our Pupil Council agenda.
- staff being supported in accessing professional learning opportunities that increase their awareness and understanding of prejudice and discrimination as well as skills in restorative justice

#### **Curriculum for Excellence is used to:**

- increase knowledge of children's rights and responsibilities as responsible citizens
- provide age-appropriate reading materials and resources that provide a balanced diversity
- monitor and improve, where needed, the attainment and achievement of children in protected groups to develop successful learners
- ensure that children in protected groups are appropriately included in developing learner participation as effective contributors
- build resilience and empathy in children as confident individuals

#### **What we do when an incident of discrimination occurs**

A child may not be engaging consciously in discriminatory behaviour, but its impact is still felt, and this is taken seriously. Children who experience discrimination will be listened to and supported. Children who engage in discrimination will be treated fairly and consistently using a range of measures.

#### **Our support to children who are bullied or discriminated against**

- We **assure** them that it was right to report the incident. They are reassured it is not their fault and they do not deserve to be treated in this manner.
- We **encourage** them to talk about how they feel and try to ascertain the extent of the problem.
- We **involve** them in making choices about how the matter may be resolved, ensuring them that we will try our best to do so and we will persist with intervention until there is a resolution.
- We **discuss** strategies for being safe and staying safe.
- We **ask** them to report immediately any further incidents to us.

#### **Our work with children who may discriminate against others**

- We **interview** the child/children involved separately, listening to their version of events and talk to anyone who may have witnessed the incident.
- We **reinforce** our expectations and the message that discrimination is unacceptable and contact the parents/carer of the child/children involved at an early stage.
- We **consider** consequences under our school's Positive Behaviour Management Policy.
- We follow up after incidents to check that the discrimination has not started again in any form (for instance if someone else has been encouraged to take over the intimidation), advising the children that we will do so.

#### **Reporting and Recording Incidents**

- Children who have been exposed to or witnessed discrimination are encouraged to speak to their teacher or any member of staff as soon as possible.

- Members of staff who receive reports that a child has been discriminated against should report this to the designated senior manager. The designated senior manager will share relevant and proportional information as necessary and maintain the appropriate records.
- The Head Teacher or Principal Teacher will record the incident in the Bullying and Equalities module in SEEMiS.
- All incidents are recorded and acts of bullying or discrimination on the grounds of race, disability, gender, faith and sexual orientation are of equal concern and are all clearly distinguishable.
- The annual Equalities return will be collected centrally from SEEMiS by the local authority from August 2020.

### **Planning**

We examine and use all available information to ensure that the promotion of equality and anti-bullying issues are contained within our improvement plans.

### **Equality Impacts Analysis**

When reviewing or creating any new policies or services within our school, we give due regard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact. We keep a record of this and where necessary we take steps to reduce any negative impact.

### **Involvement**

We actively encourage all our children to participate in school and extra-curricular activities and we take positive action to make sure that the diverse school population is represented in activities, surveys and our pupil groups.

### **Gathering and Monitoring Information**

- Our school routinely monitors learners' attainment by ethnicity and gender.
- We are committed to developing measures for monitoring the achievements of our care experienced and disabled children.
- We monitor attendance and exclusion of children by ethnicity, disability and gender.
- We examine our annual records of incidents and survey information.
- We use information from surveys of children's views and opinions.
- We take active steps to ensure that all data held on learners' disabilities, ethnicity, caring and care experienced status is accurate and regularly reviewed.

Reviewed by Roseburn staff and parents November 2020.  
Update November 2023