

EQUALITIES POLICY



Turriff Primary School
and Nursery

August 2018

Turriff Primary School and Nursery Equalities Policy

RATIONALE

This Equality Policy for Turriff Primary School brings together policies, schemes and action plans for Race, Gender and Disability equality, meeting the statutory duties in these areas. However, it goes far beyond these strands to include sexuality, religion & faith, age and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments. Our school embraces the aims of the Getting It Right For Every Child (GIRFEC) agenda and these have informed and shaped this document.

Our equality scheme is inclusive of our whole school community – pupils/students, staff, parents/carers and visitors - who have been involved in and contributed to its development.

The purpose of this Scheme is to set out how our practice and policies can address discrimination, promote inclusive practice and ensure that those in our community requiring extra support receive it. This scheme will be monitored annually, its impact measured against identified outcomes and reviewed every three years.

Our school within the wider context

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

AIMS

- To eliminate discrimination and harassment.
- To promote equality of access within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, cultures, faiths, abilities and ethnic origins.
- To respect the rights we have and the rights of others

To ensure that equality and inclusive practice are embedded across all aspects of school life the scheme is organised using the GIRFEC (SHANARRI) principles:

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respected
- Responsible
- Included

PROCEDURES

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity.

Underlying our diversity lays commonality and shared values, aspirations and needs.

We value our fundamental similarities and universality

- Valuing difference and diversity.

We appreciate the richness within our differences and look for ways of celebrating and understanding them better

- Interdependence, interaction and influence.

We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other

- Social cohesion within our school and within our local community

We endeavor to offer opportunities to increase people's sense of belonging inclusion within the school community for all stakeholders

- Excellence.

We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere

- Personal and cultural identity.

We will provide opportunities to explore and value the complexity of our personal and cultural identities

- Fairness and social justice.

We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

- Respecting the United Nations Convention on the Rights of the Child (UNCRC)

We promote the values and principles of the rights of the child in everything we do to maintain a positive, safe, happy and inclusive ethos.

Turriff Primary School seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Our duties

We recognise and accept our duties and responsibilities to eliminate discrimination and promote equality, including the requirement to involve the whole school community in the process in order to ensure better outcomes for all.

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the participation and involvement of a broad and diverse range of children and young people and their parents
- preparation for entry to the school
- school policies including Positive Relationship Policy
- breaks and lunchtimes
- the provision of school meals
- interaction with peers
- opportunities for achievements to be recognised
- using the Vision, Values and Aims posters
- exclusion procedures
- school activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for secondary school
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school
- school sports
- employees' and staff welfare

The roles and responsibilities within our school community

Our Headteacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy – available on ALDO
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and update when needed

Our school staff will:

- be involved in the ongoing review of this policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements

Our pupils will:

- understand how the policy relates to them, appropriate to age and ability
- be expected to act in accordance with the policy

Our parents/carers will:

- be given accessible opportunities to become involved in the ongoing development of the policy through Parent Council groups
- have access to the policy – School website
- be encouraged to support the policy

Evaluation of policy

How Good is our School 4 is a tool used as a common sense measure of determining whether a policy, practice or project will impact on all groups successfully. It is a way to ensure we meet the needs of our pupils and staff and that diversity, equality and inclusion run through all areas of school life.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this.

HMIe inspectors visit us regularly and report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

We self evaluate which means we are constantly monitoring the make-up and needs of our staff and pupils/students – and assessing how well we are meeting those needs. We also value more qualitative information which may be given to us through pupil/learner voice mechanisms, less formally or even anonymously.

We have established good links with our local and our wider community. We welcome them into our school. From them, we learn about equality issues outside school and can establish mechanisms for addressing them within school.

Our Staff

We comply fully with legislation which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

We interpret our duties positively, take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Responding to equality-related incidents

We recognise that prejudice-driven harassment or bullying behaviour is underpinned by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, ageism or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record and collate information about all incidents and will report as required to Aberdeenshire Council's Equality Team.

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