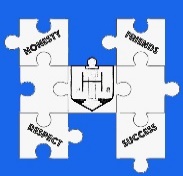
**Houston Primary School**

**Equality and Equity Policy**

This policy has been written in consultation with the pupils, staff, parents and carers associated with Houston Primary School.

**Rationale**

The Equality and Human Rights Commission describes equality as: ‘Ensuring that every individual has an equal opportunity to make the most of their lives and talents.’ Equality means ensuring everyone has equal opportunities, receives fair, non-discriminatory treatment and the support they need to fulfil their potential. Equity is a policy principle that supports equality principles.

An Equality and Equity Policy highlights the importance of everyone’s obligations under the Equality Act 2010 and the need to involve and engage parents of all backgrounds in the school community and children’s learning. An Equality and Equity Policy also highlights the importance of mutual respect and the fact that all families have something to bring. It recognises that some groups may face extra barriers or be more likely to experience discrimination. An Equality and Equity policy can reflect the legal duty on public bodies to actively promote equality, eliminate discrimination and foster good relations between people with different characteristics.

**Policy Statement**

In Houston Primary School we believe that every child has the right to an education which is free from discrimination and promotes equity and equality. We recognise that children come from diverse backgrounds and have differing needs and it is our responsibility to provide and environment that is inclusive and fair for all. As such, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. Houston Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our school community are of equal worth. We are proud to promote a culture that encourages respect, values opinions, celebrates differences and promotes positive relationships, where children will have equal opportunities to succeed and prejudicial behaviour will not be tolerated.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships within the whole school community. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

* All learners are of equal value
* We recognise and respect difference
* We foster positive attitudes, relationships and a shared sense of belonging
* We aim to remove inequalities and barriers that currently exist
* We have the highest expectations of all our children

We believe that these principles are included in our core school values:

RESPECT HONESTY SUCCESS FRIENDS

**Aims of the Policy**

The aim of this policy is to ensure that everyone in Houston Primary School is aware of the statutory requirements of the Equality Act 2010 and is committed to promoting inclusivity and equality for all.

It will ensure that everyone:

• is committed to ensuring that every child, regardless of race, gender, religion, culture, ability or socio-economic status, has access to the same high-quality education.

• is committed to fostering an inclusive culture which promotes positive attitudes towards diversity and equality.

• is working together to foster an inclusive school community, where everyone feels welcome, supported and valued.

• has respect for all and believes everyone matters.

• appreciates families may require varying levels of support.

• provides equal opportunities for all children to participate in school activities.

• challenges negative stereotypes and discrimination.

• recognises and is committed to meeting our obligations under the Equality Act 2010.

**Statutory obligations**

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society, including schools. As well as protecting individuals from unfair treatment, this law also promotes a fair and more equal society. Specifically, Section 1492 of the Equality Act 2010, places a general duty on public authorities to have due regard to: eliminating discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between persons who share a protected characteristic and those who do not.

The Equality Act 2010 provides nine “protected characteristics”:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexuality

Houston Primary School is committed to the principle that no-one will face discrimination as a result of these or any other characteristics and recognises that discrimination, harassment and victimisation can lead to long-term negative effects on children’s mental health and well-being.

In addition to the statutory obligation, Houston Primary School is committed to including and respecting all those in the school community, including:

* Families facing poverty and financial difficulties
* People who don’t read or write well
* Separated/divorced parents or those who share parenting
* Those families with a parent in prison
* Kinship, foster or adoptive parents/carers

**Policy Implementation**

We are committed to working for equality for all our staff, parents/carers and pupils to meet our responsibilities under the Equality Act 2010.

At Houston Primary, we are committed to meeting these legal obligations, further support pupils, raise standards and ensure inclusive teaching by:

* Ensuring all members of the school community are aware of our policy and their responsibilities towards creating an inclusive environment.
* Ensuring our behaviour policy makes all children feel safe, valued and included at school.
* Reporting, responding to and monitoring all incidents of discrimination, harassment or victimisation promptly and effectively.
* Regularly monitoring the curriculum to ensure it meets the needs of all our pupils and that it promotes respect for diversity and challenges negative stereotypes and discrimination.
* Ensuring children have an understanding of equality, equity and the UNCRC.
* Providing opportunities for staff and children to learn about different cultures, beliefs and experiences, and to celebrate diversity.
* Delivering teaching of the highest quality to ensure children reach their potential and all pupils are given equal opportunities to achieve success.
* Tracking pupils’ progress to ensure that all children achieve their potential and putting interventions in place, where necessary.
* Providing differentiated approaches to meet the needs of individuals.
* Supporting pupils with ASN to access learning.
* Ensuring all pupils have the relevant access to resources to fully participate in learning.
* Ensuring that all pupils have the opportunity to access extra-curricular provision.
* Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures regularly.
* Monitoring school practices to ensure all children have equal access to opportunities, resources and support.
* Advancing equality of opportunity between people who share a protected characteristic and those who do not share it.
* Delivering a high-quality Health and Wellbeing programme to support work on Equality and Equity which focuses on Anti-Bullying, Growth Mindset, Bounce Back/Resilience, Big deal/Little deal, Tree of Knowledge.
* Targeting Assembly programme to include diverse/cultural events.
* Promoting and role-modelling positive relationships and positive behaviour in all aspects of school life.

We advance equality of opportunity by:

* Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
* Ensuring participation of parents/carers and pupils in school development planning
* Listening to the views of parents/carers and making changes accordingly
* Giving all pupils a voice and a forum to be heard
* Fostering good relations across all characteristics – between people who share a protected characteristic and those who do not share it
* Considering the cost of the school day
* Utilising Pupil Equity Funding effectively to support learners (STEM, SEAL, IDL, PE, ICT, Clicker 7, playground development, additional staffing)

 We foster good relations by:

* Ensuring that Houston Primary School has an open-door policy and creates a welcoming and friendly environment for all
* Adopting the RNRA Nurture approach
* Ensuring that Houston Primary School makes valued contributions to the local community
* Ensuring that equality, equity and diversity are embedded in the curriculum
* Engaging in consultations with parents/carers to gain feedback
* Ensuring all pupils voices are heard
* Creating strong links with Parent Council and working in unity with them to plan school events

**Consultation with stakeholderss**

The following school development needs were identified after anonymous surveys were completed by staff, pupils and parents/carers.

Staff said they would like;

* Clear procedures in dealing with/reporting incidents
* Clear policy on Equity and Equality
* Purchase of resources to celebrate diversity e.g. books for class libraries
* Calendar of annual events to celebrate diversity as a whole school
* Curriculum development work
* Links with outside agencies/community groups
* Improve diversity of visitors to the school
* Guidance on language/terminology to be used

Pupils said they would like;

* To learn more about other world religions
* To visit places of worship to learn about other world religions
* Visitors to educate them about other world religions

Parents/carers said they would like;

* A clear school policy on equity and equality

|  |
| --- |
|  |

* More educational visits, workshops, visitors to the school and opportunities to work with other schools and communities to promote diversity and equality

**Recording and monitoring strategies**

Houston Primary School will make certain that all complaints are dealt with promptly and efficiently. In the event of a complaint being made, the issue will be investigated, and the appropriate procedures followed. Accurate recording of any incidents of discrimination ensures that an appropriate response has taken place. Each incident of discrimination which takes place in the school community will be recorded by the Head Teacher on SEEMIS Click & Go, which is the main information system used to hold pupil information in Scottish schools. This will include information on:

* The persons involved, including pupils, staff or other adults
* Where and when the incident took place
* The type of discrimination experienced
* Any underlying prejudice including details of any protected characteristic(s)
* Consideration of personal or additional support needs and wellbeing concerns
* Actions taken, including resolution at an individual or school level

When investigating incidents of discrimination, staff will:

* Respectfully investigate any incident without prejudice

-what was the behaviour?

-what impact did it have?

-what does the child or young person want to happen?

- what do I need to do about it?

-what attitudes, prejudices or other factors have influenced the behaviour?

* Adopt a holistic approach to investigations, considering the impact of the incident
* Record details of investigation and pass on to SMT
* Apply appropriate sanctions;

-Seasons for Change session with SMT

-removal from Master Class

* Ensure all relevant members of the school community are informed

-CA/ASNAs

-SMT to record on Seemis

-Report incident to parent/carer and set up meeting to discuss if necessary

* Using a restorative or solution orientated approach, support children who are exhibiting

prejudicial behaviour;

-identify the feelings that cause them to act this way

-develop alternative ways of responding to these feelings

-understand the impact of their behaviour on other people

-repair relationships

* Refer to Health and Wellbeing/Nurture policy to support children who have been impacted by discrimination

**Evaluation and Review**

Staff will familiarise themselves with the Equality and Equity policy at the beginning of each school session.

The Equality and Equity policy will be shared with pupils and parents/carers and available to view on the school website.

We will use a range of methods to evaluate the policy, including;

* Surveys and feedback from staff, parents and children.
* Analysis on the monitoring data on incidents related to discrimination, harassment or victimisation.
* Review of our curriculum to ensure it continues to promote respect for diversity and challenges negative stereotypes.
* Analysis of the outcomes for children, including academic progress, well-being and attitudes towards diversity and equality.
* How Good is our School 4, QI 3.1 Ensuring Wellbeing, Equality and Inclusion.

This policy will be reviewed every 3 years to ensure it remains compliant with the law and values of the Equality Act and will be incorporated into the School Improvement Plan as necessary.

The review will involve consultation with staff, parents/carers and pupils and take into account any changes in legislation or guidance related to equality and diversity.

The updated policy will be shared with the whole school community and implemented promptly.

At Houston Primary School, we believe that by recording and monitoring incidents efficiently, evaluation the policy and reviewing it regularly, we will create a positive and inclusive environment, where all children feel valued and respected, and have equal opportunities to succeed.

This policy will be reviewed by;

Lorraine Wilson (Principal Teacher)

Jennifer Murray (Head Teacher)

Last updated: January 2024