### 

**Equality Policy**





# Rationale

Glasgow City Council Education Services is committed to equality and fairness, and our legal duties, obligations and associated responsibilities within the Equality Act 2010 across all our schools and early years establishments. We want to ensure that equality is embedded in all our establishments and that our values and cultures promote equalities. We want all our children and young people, staff, families and partners to feel highly valued and be treated fairly. We strive towards creating learning environments that reflect the diversity of the school community, both within the curriculum and in our workforce. We want everyone to have positive experiences and opportunities and recognise their contribution as global citizens to a world free from discrimination and one that promotes justice for all.

Our Equality policy seeks to ensure that are everyone regularly thinks about how they are taking forward equality in their roles and settings as a catalyst for positive change, equality and fairness. It will encourage all to reflect on their commitment, activities and culture and how to adapt to a continually changing and rapidly evolving society.

In taking forward our Equality policy we are continuing to support the aim of creating a nurturing school within a nurturing city where children and young people feel respected and included.

We want schools to continue to celebrate the diversity of communities across our city, to challenge ourselves and each other, and consider our actions and impact across all the protected characteristics. Fundamentally, we support Glasgow’s vision of a world class city with a thriving and inclusive economy where everyone can flourish.



# Introduction

This policy sets out Cardonald Primary School’s approach to promoting equality, as defined within the Equality Act (2010). It covers age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. This policy should be read in conjunction with other school policies and guidelines particularly the school’s anti-bullying policy, which should take account of the guidance in the pdf icon [Revised Anti Bullying Strategy 2019 [2Mb]](https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0). Our policy will set out how the school aims to remove barriers to learning for children and young people as individuals or groups.

Cardonald Primary will adhere to the technical guidance on how to apply the Equality Act 2010 in Scottish schools as outlined in the following link; <https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

## *Our School Context*

Cardonald Primary School is a nondenominational school on the south side of Glasgow. Our school has 287 children most of whom (78.6%) are white British or Scottish ethnicity and 13.1% black and minority ethnic children. We have 10.1% of children who have disabilities or Additional Support Needs and 8.6% of children have English as an additional language. There are 70 children who are SIMD 1 and 2, making 24.3% of our school and 1.3% are Care Experienced.

## *Aims and Values*

The school is committed to provide equality and excellence for all in order to promote the highest possible standards.

The core values on which the policy is based include:

* a culture of respect for others
* promoting equality and social justice
* a community where pupils are well prepared for life in a diverse society

These align with the school’s vision and values which are:

* We will provide a welcoming and friendly environment, which celebrates the diversity of our community.
* We are a nurturing school where everyone feels safe, happy and valued and all children are supported to reach their full potential.
* We achieve this through working together with children, their families and the community, based on a shared sense of direction.

Our school community shares the following core values which were agreed in consultation with pupils, parents and staff.

* Respect
* Positivity
* Friendship
* Cooperation

## *Our School’s overall approach to promoting Equality*

Our school’s Equality Policy provides a framework to pursue its equality duties as outlined in the 2010 Equality Act. We will strive to take all reasonable steps to;

* eliminate unlawful discrimination, harassment and victimisation
* advance equality of opportunity between people who share a protected characteristic and people who do not share it
* foster good relations and positive attitudes between all characteristics and different groups

Through the Equality Policy, the school will seek to ensure that no children and young people, staff, parents, guardians or carers or any other person through their contact with the school receives less favourable treatment. This includes the protected characteristics identified within the Equality Act (2010) i.e. age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment*.* This does not mean that all learners should be treated in exactly the same way: it means that we may need to deliver learning in a range of ways to meet the differing needs of people so that all receive the same standard of education as others as far as this is possible.

*\*(NB ‘age’ is also a protected characteristic but not in relation to pupils of any age in a school).*

The school seeks to:

* + promote understanding and engagement between communities
  + provide opportunities to engage their communities
  + encourage all children and families to feel part of the wider community
  + understand and respond to the needs and hopes of all our communities
  + tackle discrimination and inequality
  + increase life opportunities for all
  + ensure that learning, teaching and the curriculum explore and address issues of equality and social justice

We should be committed to promoting and teaching about children and young people’s rights especially with Scotland incorporating the UNCRC into law.

Each class in our school has created a class charter, focusing on rights the children should enjoy and how the pupils and adults in the school will work together to ensure these rights. We also have a playground charter, which is displayed in all our playgrounds. This was created as a joint effort with contributions from all classes and support staff in the school.

Our school engages in a variety of lessons across the curriculum, ensuring all children are educated to understand and respect the diversity of race, religion, sexuality, gender and disability. We support EAL children by working with EAL specialists to assess English acquisition levels and advise on support plans and pedagogical approaches for EAL learners. We create solution focused plans for individual children to enable learning. These include individual strategies, programmes of work, technological supports and appropriate targets. School assemblies are an opportunity to celebrate events such as world religious festivals, disability awareness weeks and historical events, as well as the pupils’ successes.

Our Pupil Council have arranged donations for Mosspark Food Bank. They have organised raising awareness days for a variety of disabilities, such as Downs Syndrome, Dyslexia and Autism. Our children have attended Blackwood Care Home to sing Christmas Carols and have also made Christmas cards for its residents.

In Health and Wellbeing, our RSHP lessons develop children’s understanding of the diversity of sexuality, gender and relationships. We engage in the Sense over Sectarianism programme and Bridges and Barriers anti-sectarianism football sessions and workshops. We work in partnership with Quarriers to support our children in Self Esteem, Seasons for Growth and Transitions. Our upper school depute is trained in the Let’s Introduce Anxiety Management – LIAM programme, designed to support upper school children with mild to moderate anxiety. Incidents of bullying are dealt with sensitively and according to GCC anti-bullying policy and our procedures on restorative practice. All SLT are trained in recording bullying incidents appropriately on SEEMiS.

To promote Excellence and Equity, we financially support children where appropriate to access residential trips and other activities. We make use of the Lord Provost funding to extend this support. We always factor in the cost of the school day when organising school events. We provide a variety of learning supports through targeted intervention groups to reduce the demographically related attainment gap. Through PEPAS, our Acting PT organises specialist PE lessons and a variety of after school activities to increase sporting opportunities for all children. In partnership with our Parent Council, we have supported digital technology access for targeted children by funding internet access and technological devices.

To promote positive leaver destinations, we engage in Developing the Young Workforce, focusing on skills development through programmes such as the Primary Engagement Programme. There are opportunities for our children to take on additional responsibilities as Literacy Leaders or Mathletes, helping to organise events and support learning for younger children. Our PATHS health lessons are underpinned by principles of nurture and children’s rights. They encourage children to make good choices for themselves and others. We are using the Learning for Sustainability Toolkit to audit our progress and further develop our LfS programme in school. Our upper school children regularly attend Young People’s Forum meetings to share ideas with other children about how to ensure our school is equitable.

## *Roles and Responsibilities*

**The Headteacher is responsible for ensuring*:***

* + the policy is readily available and that, staff, children and young people and their parents/carers know about it
  + its procedures are followed
  + regular up to date information and data is uploaded to the establishment Education Perspective Report, annually
  + all staff know their responsibilities, including the Headteacher as leader of learning, and receive training and support in carrying these out
  + the school takes appropriate action in cases of harassment and discrimination towards learners and staff and follows appropriate procedures. For learners these are outlined in Chapter 7 of Glasgow’s revised Anti-Bullying Strategy. pdf icon [Revised Anti Bullying Strategy 2019 [2Mb]](https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0). For staff the procedures are outlined in the employees Bullying and Harassment policy.
  + the school has appropriate channels and processes in place to encourage all voices to be listened to so that we can support children and young people’s confidence in reporting bullying incidents.

**All school staff are responsible for:**

* + promoting equality and a collaborative ethos in the classroom/playroom
  + developing school/class rules which challenge discriminatory behaviour
  + modelling good practice and being positive role models
  + proactively supporting learners if they face discrimination or inequalities linked to a protected characteristic
  + reporting discriminatory incidents following recording and reporting procedures as outlined in Chapter 7 of pdf icon [Revised Anti Bullying Strategy 2019 [2Mb]](https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0)
  + recognise and tackle bias and stereotyping
  + promote equality and social justice
  + undertake CLPL opportunities to keep up to date with the law and practice on equality

**Children and young people are responsible for:**

* + supporting the school’s equality ethos
  + treating everyone in the school community with respect
  + supporting students who being treated unfairly, bullied and disrespected
  + sharing concerns or issues with a member of staff.

**Parents/Carers are responsible for:**

* + supporting the school’s equality ethos
  + sharing concerns or issues with senior staff
  + encouraging their children to uphold equality values and principles outside of the school environment

**Partners and visitors are responsible for:**

* + supporting the school’s equality ethos
  + sharing concerns or issues with senior staff

**Responsibility for overseeing equality practices in the school lies with the Head Teacher**

Responsibilities include:

* + co-ordinating and monitoring work on equality issues
  + dealing with and monitoring reports of harassment (including racist and homophobic incidents) through SEEMIS. For more details on how to take this forward please to refer to Education Services Anti-Bullying policy which is available at Glasgow Online
  + monitoring the progress and attainment of children and young people with protected characteristics
  + monitoring exclusions

## *Monitoring, Reviewing and Assessing Impact*

* + The school’s Equality Policy can be supported by actions in the School Improvement Plan
  + The policy will be regularly monitored, reviewed and updated by all stakeholders to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. To support this you should use the ‘Equalities Self-Evaluation Tool’
  + Any pattern of inequality found as a result of self-evaluation will be used to inform future planning and decision-making
  + Progress in improving equalities in the school will be reported on in the school’s Quality and Standards Report
  + This policy links to other policies and in general the principles of equality will apply to all other school policies.

***Equality Policy***

### Appendix 1

### This information is collated and updated annually so that we can have a clear picture of the context of the school population. This will be used to contextualise our policy and ensure that it reflects the diversity of our school community.

### To collect the information you should refer to either data from Focus or SEEMIS

**School Context June 2022**

|  |  |  |
| --- | --- | --- |
| **Details** | **June 2022** |  |
|  | **Number** | **%** |
| **Staff** (teaching and support staff) |  |  |
| **Sex** |  |  |
| Male | 31 | 97% |
| Female | 1 | 3% |
| **Ethnicity/Race** |  |  |
| White British/Scottish | 29 | 91% |
| White Other | 1 | 3% |
| Black and Minority Ethnic | 2 | 6% |
| Not known/disclosed | - | - |
| **Disability (disclosed)** | 2 | 6% |
|  |  |  |
| **Children and Young People** |  |  |
| **Sex** |  |  |
| Male | 146 | 50.9% |
| Female | 143 | 49.1% |
| **Ethnicity/Race** |  |  |
| White British/Scottish | 226 | 78.6% |
| White other | 6 | 2.2% |
| Black and Minority Ethnic | 38 | 13.1% |
| Not known/disclosed | 17 | 6.1% |
| **Additional Support Needs** | 29 | 10.1% |
| **EAL** | 25 | 8.6% |
| **Disability** | 2 | 0.7% |
| **Looked after/Care Experienced** | 3 | 1% |
| **SIMD 1&2** | 70 | 24.3% |
|  |  |  |
|  |  |  |

*Appendix 2 Resources, Organisations and Policies*

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

* [Revised Anti Bullying Strategy 2019 [2Mb]](https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0).

[www.crer.scot](http://www.crer.scot) Coalition for Racial Equality and Rights

[www.stephenlawrenceday.org](http://www.stephenlawrenceday.org) Stephen Lawrence Foundation website

[www.respectme.org.uk](http://www.respectme.org.uk) Anti-bullying service

[www.tie.scot](http://www.tie.scot) LGBT inclusive education charity

[www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk) Supports LGBT young people

[www.gda.scot](http://www.gda.scot) Glasgow based charity run by and for disabled people

[www.enableglasgow.org.uk](http://www.enableglasgow.org.uk) Works with people in Glasgow with disabilities and their carers

[www.glasgowwomensaid.org.uk](http://www.glasgowwomensaid.org.uk) Supporting women, children and young people experiencing domestic abuse

We will continue to add to this list over time.