



Sacred Heart Primary School

Promoting Equality and Diversity



Sacred Heart Primary School is committed to creating an inclusive environment for the whole school community that demonstrates shared values of safe, achieving, confident and happy.

Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC) and the wellbeing indicators.

We define Equality as:

- 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.

We define Diversity as:

- recognising and valuing difference, where everyone is respected for who they are.

The Equality Act (2010) protects people from discrimination on the basis of the following protected characteristics:

- age*
- disability
- gender reassignment
- marriage and civil partnership*
- pregnancy and maternity
- race
- religion or belief;
- sex
- sexual orientation.

* Age and marriage and civil partnership are not protected characteristics for the schools provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

The Act, and the principle of non-discrimination, covers all the activities in the life of a school including:

- Admissions
- Provision of education
- Access to any benefit, facility or service
- Exclusions
- It is also unlawful to harass or victimise a pupil or applicant

Additional Support Needs: Schools are expected to make reasonable adjustments under the Act to provide auxiliary aids and services for disabled pupils under the Act. Provision for pupils requiring additional support in schools is covered by:

- The additional support for learning (ASL) framework (Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009);
- Accessibility strategies (The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002)

Children's Rights

- Human Rights Act 1998
- United Nation's Convention on the Rights of the Child (UNCRC) was ratified by the UK in 1991. It aims to recognise the rights of all children up to age 18 and ensure that children grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.
- Children and Young People's (Scotland) Bill was agreed in February 2014. It introduces new duties for Ministers and public sector to promote children's rights
- The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament in September 2020. On 16 March 2021, MSPs voted unanimously for the Bill to become law, meaning public authorities will have to comply with children's rights.

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

1. All learners are of equal value irrespective of their race; gender and gender identity; religion or belief; or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.

2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.

4. We foster a shared sense of inclusion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

5. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve/attain to their highest potential.

6. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

7. Challenging prejudice and stereotyping

We tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying, for example racist, homophobic or bullying of people because of a disability. We will also challenge gender-based and other stereotypes.

Curriculum for Excellence: the “four contexts for learning”

This Policy celebrates and recognises the work that our school is undertaking to promote diversity and equality through all aspects of planned learning, which is an important aspiration of Curriculum for Excellence. Our school aims to meet the challenge to develop children and young people as responsible citizens who:

- show respect for others; who understand different beliefs and cultures;
- are developing informed, ethical views of complex issues;
- know why discrimination is unacceptable and how to challenge it; and
- understand the importance of celebrating diversity and promoting equality.

Building the Curriculum 3 defines the curriculum as *“the totality of all that is planned for children and young people throughout their education”*, including:

- ethos and life of the school as a community;
- curriculum areas and subjects;
- interdisciplinary learning (IDL);
- opportunities for personal achievement.

We promote learning within a positive ethos and climate of respect and trust based upon shared values across the school community:

- including parents, whether for young people in school or those not in school;
- All members of staff contribute through open, positive, supportive relationships where children and young people will feel that they are listened to;
- promoting a climate in which children and young people feel safe and secure;
- modelling behaviour which promotes effective learning and wellbeing within the school community;
- being sensitive and responsive to each young person’s wellbeing.

Our young people are encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.