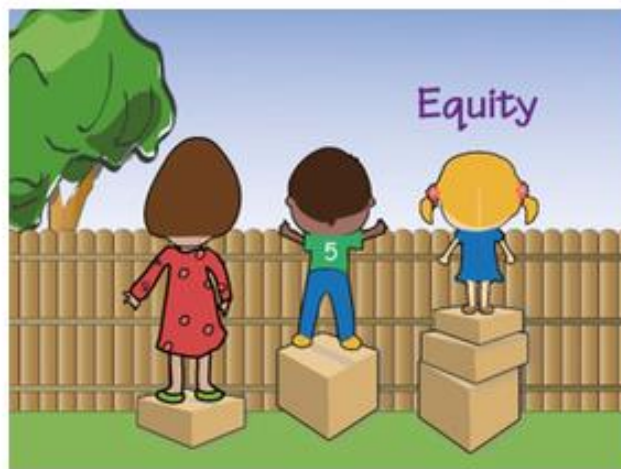
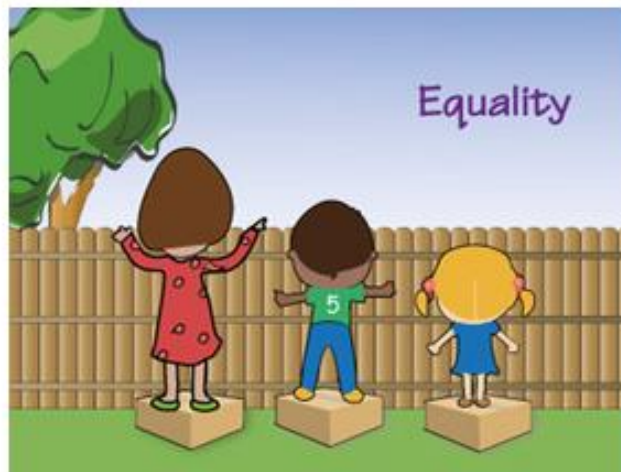


How Good is Your School's

Equality and Inclusion?



An audit tool for school leaders on
Promoting Equality and Inclusion

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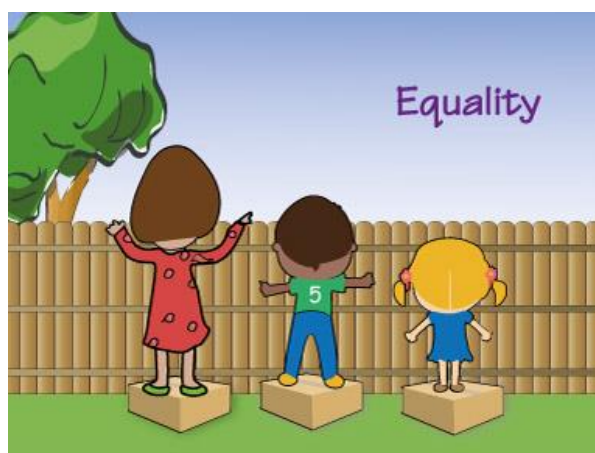


Equality and Inclusion

Quality Indicator 3.1 (How Good is our School 4) highlights the importance of promoting Equality and Inclusion in schools.

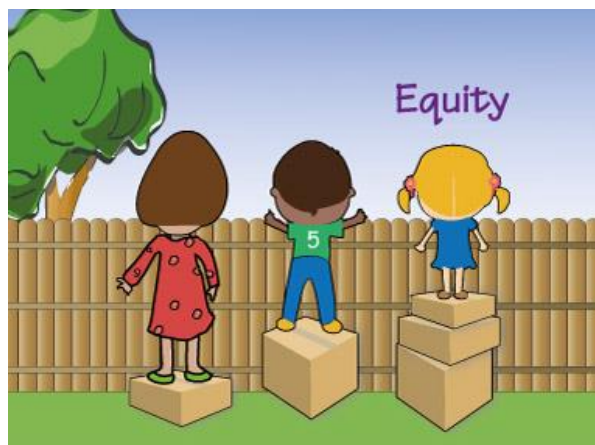
'Policies and practices should be well grounded in current legislation and there should be a shared understanding of the value of every individual. Schools should demonstrate a clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements.'

Equality and Equity



In the context of schooling, the term **'equality'** generally means treating all learners the same. Equality aims to promote fairness so that all learners have equal opportunities to achieve their potential. All learners are entitled to receive the same educational input.

In recent years, there has been increased focus on achieving greater **'equity'** in education, to ensure that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential.



Schools are required to take action to ensure that such barriers are addressed in order to achieve greater equity of outcome.

Scottish Government supports this aim by making significant resources available through its PEF initiative.

So, although the terms 'equality' and 'equity' are sometimes used interchangeably, they mean different things.

Equality in education means **equal input**; whereas *equity* means **equal outcome**.

There is important legislation relating to equality and equity under the broader heading of *Social Justice*. Such legislation covers Human Rights, Rights to Education, Rights in Education and Participation in Diversity, and Freedom from Discrimination.

Inclusion

Inclusion is about recognising that everybody is different, but everybody has an equal right to be involved in learning and participation in school. As school communities become increasingly diverse, teachers are called upon to respond to the rights of all children by providing learning opportunities which are available for everybody, while also acknowledging and addressing issues that may create barriers to participation.

In an inclusive school, all staff recognise, value, and respond positively to the diversity of learners; and they challenge, where appropriate, practices or attitudes that act as barriers to inclusion. Such schools take an open ended view of learning, believing that all children can improve their capacity to learn.

The extent to which a school is *inclusive* may be determined by the extent to which the following features are evident.

- The school treats all learners, parents and carers, staff and partners with respect and in a fair and just manner.
- The school values and celebrates diversity and challenges discrimination.
- The school recognises that any learner may require additional support at some stage.
- The school acknowledges that a range of issues such as language, ethnicity, social class, poverty, disability and the learning environment may create barriers to learning and participation;
- The school has effective strategies in place to improve attainment and achievement for children and young people facing such challenges;
- The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
- Staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.
- Children and young people are knowledgeable about equalities and inclusion, and feel able to challenge discrimination, xenophobia and intolerance when they come across it.
- The school involves stakeholders in decision about the curriculum, systems of assessment, and social and extra-curricular activities.

Evaluating the Quality of Inclusion and Equality

The chart below shows an audit for evaluating the quality of your school's Inclusion and Equality. (Theme 3 from HGIOS Quality Indicator 3.1) The full audit of QI 3.1 can be accessed online.

Use the **Impact** online quality improvement tool to complete the traffic lighting exercise and record strengths and weaknesses.

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Theme 3: Inclusion and equality

Promoting inclusion

We have an Inclusion policy, which is fully implemented and promoted.	● ● ●
All stakeholders have a say in decisions about school improvement priorities.	● ● ●
All stakeholders are involved in the development of school policies.	● ● ●
We listen to and involve learners in decisions about their wellbeing, their lives and their future.	● ● ●
Learners with additional learning needs are well supported.	● ● ●
Learners from our most deprived areas are well supported.	● ● ●
Looked after children are well supported.	● ● ●
Hearing impaired learners, and those with sight loss are well supported.	● ● ●
Learners for whom English is an additional language are well supported.	● ● ●
We have an effective system of alternatives to exclusion.	● ● ●
We provide alternative routes for learning, eg, alternative or flexible curriculum pathways.	● ● ●

Promoting equality and diversity

We have an Equality and Diversity policy, which is fully implemented and promoted.	● ● ●
Our school holds events to raise awareness of issues around equality and diversity.	● ● ●
Staff maintain up to date knowledge of E&D legislation and best practice.	● ● ●
Our curriculum includes opportunities to understand and celebrate diversity and difference.	● ● ●
Staff promote an ethos in the classroom that values equality, inclusion and diversity.	● ● ●
Our learners are knowledgeable about equalities and diversity.	● ● ●
School materials, visual displays and multi-media resources reflect the diversity of the wider community.	● ● ●
Minority ethnic, disabled and gender role models are promoted positively in lessons, displays, and assemblies.	● ● ●
Staff and learners actively challenge discrimination, xenophobia and intolerance.	● ● ●
We work in partnership with other services, employers, agencies and families to deliver equalities and diversity.	● ● ●
We record and report all incidents of prejudice based bullying, eg, racist, homophobic or because of a disability.	● ● ●
E&D data is monitored and reviewed (eg, attainment, attendance and exclusion).	● ● ●

Full audit online at: www.hashtag-learning.co.uk