

Date	Version
June 2025	1
Sept 2025	2



# Equality, Diversity and Inclusion Guidance and Self-Evaluation



## CONTENTS

Section	Title	Page
-	Foreword	3
-	Introduction - About the Equality and Diversity Group	4
1	Ins and Outs	5
2	Need	6
3	Consider	7
4	Longevity	11
5	Us	13
6	Direction	15
7	Evaluate	18

## Where it all began...



**Article 2 (non-discrimination)** The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

The Northern Alliance Equality Workstream included representation from each Northern Alliance local authority. Members of the group had a responsibility to promote equality, diversity and inclusion and to ensure a rights-based approach is taken across all educational settings. In Moray, the following guidance has been produced to support all educational settings in meeting the needs of all learners, whilst ensuring and embedding equality, diversity and inclusion for all.

Equality, Diversity and Inclusion is about fairness, acceptance, rights, partnerships and the development of a sense of belonging. It should support children and young people to achieve their full potential within their educational setting. **Equality** is about removing barriers and **diversity** is about supporting and reflecting different beliefs and cultures, enabling all voices to be heard. **Inclusion** is about creating opportunities for people to experience, engage with and participate in education, appropriate to their needs and abilities, either in an early learning and child-care setting or within the context of a school or other educational setting.

Experience shows that children and young people in educational settings that embrace equality, diversity and inclusion are more successful, as they are valued and recognised for the richness of the diversity they bring. They have their individual needs identified and met appropriately and have opportunities to have their views listened to while working in partnership with the adults around them.

The [Equality Act 2010](#) provides a comprehensive legal framework to protect the rights of individuals and to advance equality of opportunity for all. As a public body, local authorities have a responsibility as part of the general duty under the Equality Act 2010, to promote a fair and more equal society and show 'due regard' to:

- eliminate unlawful discrimination, harassment and victimisation, as well as other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

Further legislation references can be found [Relevant legislation for Equalities and Diversity.docx](#)

## The Equality Act 2010 – What is it?



Gender	Sexual orientation	Pregnancy / Maternity (2010)
Race / Ethnicity	Faith / Belief	Marriage / Civil partnership (2010)
Disability	Age	Gender Reassignment (2010)

# Introduction – About Equality and Diversity



**Article 28** (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.

In Moray, all educational settings should strive towards creating an equal, safe environment for all those attending the setting. Differences should be recognised and celebrated within a culture of respect and fairness and aim to meet the needs of every child and young person regardless of their protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex or sexual orientation. Every child and young person has the right to be supported by their caregivers, staff members and communities to grow, learn, and develop throughout their education.

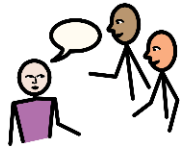
All educational settings should value diversity and recognises the unique contributions that each individual brings to the classroom. This involves enabling all young people to become;

- Successful Learners
- Effective Contributors
- Confident Individuals
- Responsible Citizens

in accordance with the Curriculum for Excellence, whilst taking into consideration **HGIOS 4- 3.1 and HGIOELC 3.1**

**All educational establishments should aim to ensure all members of education community feel included through:**

- Promoting positive attitudes and behaviours towards equality and diversity in all aspects of school life.
- Widening understanding of equality and diversity through the curriculum and ethos.
- Assisting pupils, staff, parents and the wider community in fulfilling their obligations in encouraging diversity and equality at an early stage.
- Providing resources which will assist them in their efforts in supporting pupils.



**Article 12** (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.

## Section 1 – INCLUDE

**INCLUDE** aims to ensure all children and young people, staff and parents across Moray:

- Promote Moray’s Nurture principles, positive attitudes and behaviours towards equality and diversity in all settings.
- Widen understanding of equality and diversity through the curriculum and ethos.
- Assist early learning and childcare settings in fulfilling their obligations in encouraging diversity and equality at an early stage.
- Provide settings with resources, which will assist them in their efforts in supporting pupils.

This guidance is based on the current legislative framework that professionals, leaders and senior managers should be fully aware of. These legal requirements support our moral drive towards promoting and ensuring equality and inclusive practices.

At the end of each section of **INCLUDE** there are reflective questions. They provide an opportunity to consider your setting’s equality journey. Additionally, there is an **EVALUATE** section to allow for thorough reflection and aspiration.

### Reflective Questions

- Does your early learning and childcare setting or school ensure that all children, students, staff and partners are aware of the legislation and duties with regards to equality and children’s rights that are in place to protect them? How do you know and how can you further promote this knowledge?
- Does your setting apply the laws that are in place and ensure respect for all young people and staff?
- Does your setting have measures in place to support all of the protected characteristics outlined in the Equality Act:
  - age
  - disability
  - gender reassignment
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation
  - Marriage and Civil Partnership

## Section 2 - NEED

Across the UK there are a number of Equality related issues. Significant and well documented research shows why there is a need for guidance such as **INCLUDE**, and we hope that information and advice given in this document will help to ensure that these statistics are not sustained into the future. Information on each protected characteristic in relation to school/education can be at the Scottish Government's [Equality Evidence Finder](#).

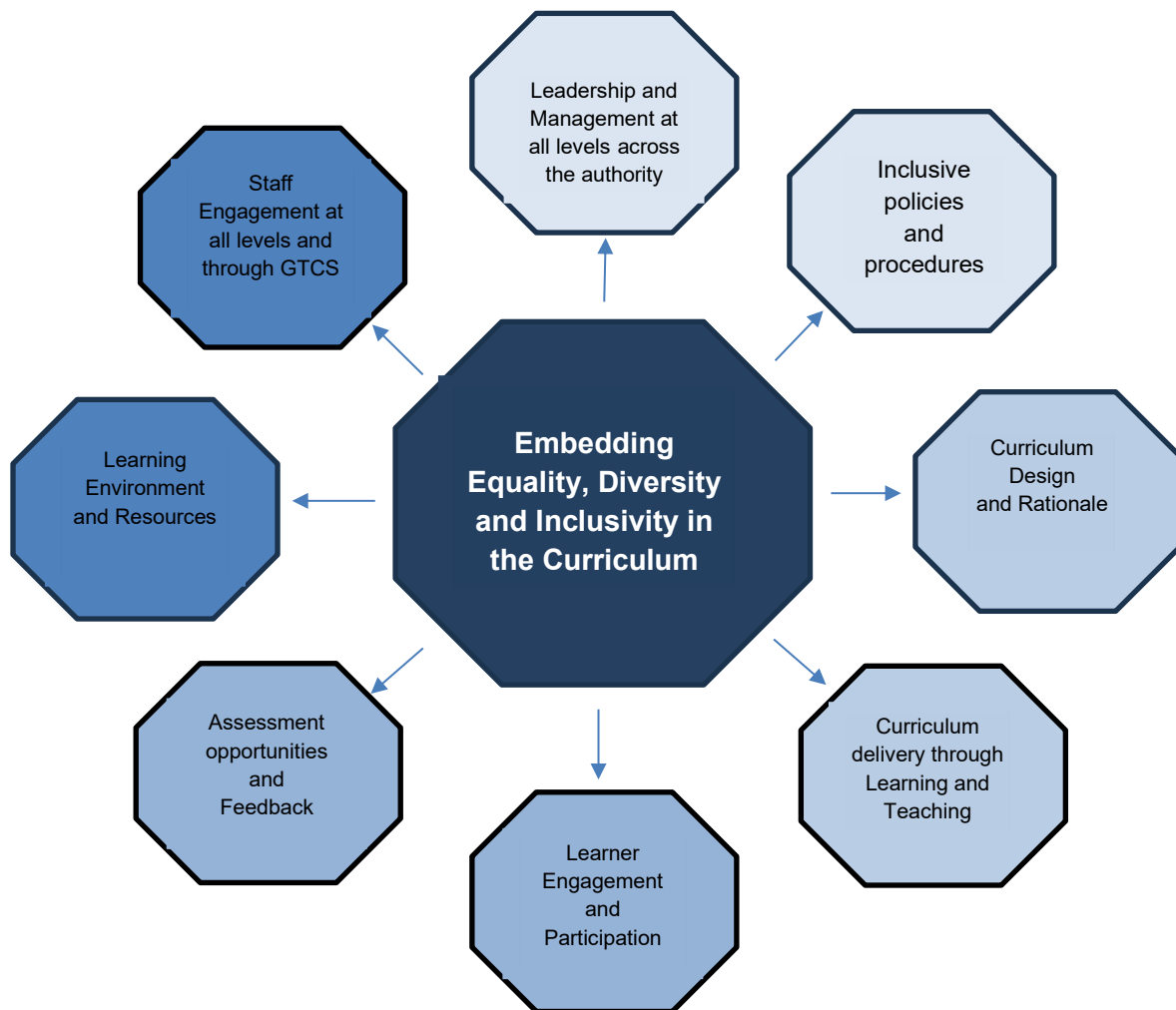
These statistics and others that are widely available show that we still have a long way to go to promote equality and diversity and thus demonstrates the need for INCLUDE as guidance to support staff in engaging in a regular self-evaluation process.

### Reflective Questions

- Do you regularly survey staff and pupils within your setting to gather information with regards to Equality and track your progress?
- Are survey statistics published to staff, young people and partners to the school?
- What do the statistics tell you about your settings?
- If necessary, are you actively promoting steps and resources to improve these statistics?
- Are you celebrating and sharing good practice within your setting, across your council or authority?

## Section 3 - CONSIDER

This section offers ideas on how equality can be embedded into all areas of life. It is important that change is measurable, meaningful, immediate and has long term impact. There is a need for appropriate and inclusive educational experiences for all children and young people with diverse examples of those with Protected Characteristics woven through the curriculum.



For further ideas and information on how this can be achieved, visit the 'Education Scotland - Embedding Equality in Resources' link in the **Direction** section of this policy.

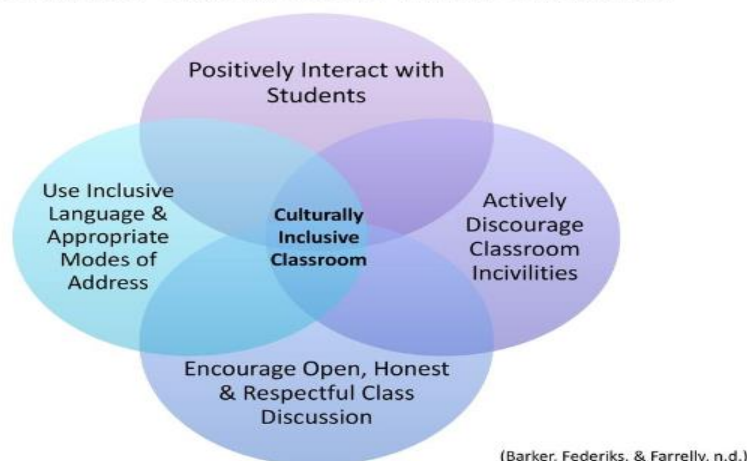
### Curriculum

In Moray, educational settings access teaching progressions and resources/materials where possible and use images and contexts that all our learners will be able to relate to. Each educational setting promotes equality within the curriculum and ensures consistency, breadth and depth of teaching. *For example, when reflecting on teaching on race how well is Anti-Racism covered as well as Black History? What elements of history are covered, is it only the Slave Trade or is there an opportunity to consider the root causes of racism whilst also including empowering examples of positive roles of Black people and people of colour? Is this embedded in learning across subjects and year groups or ad hoc?*

Stereotypes are established early in the life of a child, so at all levels curricular resources, equipment and activities need to be reviewed to ensure there is no bias built in that would reinforce stereotypes. Careful consideration needs to be given to the texts being used and how the teaching and learning critically analyses the historical and cultural context of the source and is willing to acknowledge stereotypes and difficult truths. There also need to be a whole school discussion around decolonisation of the curriculum.

There are many ways for equality to be advanced across the curriculum and in all subject areas. There are however some key principles as identified below:

## 4 Components of Creating a Culturally Inclusive Classroom Environment



### Expectations

Expectations regarding equity, equality and diversity, should be clearly communicated to children and young people, staff, parents and carers and the wider community at regular intervals. Educational settings should ensure that children and young people know who to talk to if they have any queries or would like support with any of the above.

Promoting equity, equality and diversity during lessons goes beyond the activities and content of a lesson; it also should be implicit in general classroom practice. A whole school approach is essential, being mindful that children and young people may choose different learning and career pathways and qualifications so will have different experiences.

### Language

Staff should be encouraged to use supportive language to help parents, carers, children and young people to feel as welcome and supported as possible. Staff should consider the use of the child or young person's preferred pronouns and encouraging the use of gender-neutral language; using vocabulary that is accessible to all and giving definitions when necessary. Keeping in mind that all children and young people will be coming from diverse backgrounds, for example, and will have different cultural or religious beliefs. In addition, it is important to ensure that images and language are appropriate when dealing with sensitive matters and be aware that this may engender a trauma response for some children and young people.

Parents, carers, children and young people should be encouraged and supported to treat others with empathy, respect and use appropriate language.

### Policies/ Letters

In order to make sure that all letters and policies are inclusive use the following ideas:

- Use the singular "they/them" pronoun instead or as well as "he/she" to include all pupils who may not identify as male or female. Likewise, consider using "child" or "young person" as opposed to "son/daughter".
- Make sure letters are addressed to 'parents or carers' to acknowledge all family situations.
- Educational settings should consider accessibility of communication for all.
- Ensure that language used within all documents is accessible for all.
- Consider translation where English is an additional language.

### Activity

Educational settings should endeavour to ensure that activities are inclusive:

- **Social Dance:** settings must encourage diversity and choice when it comes to social dancing by allowing students to pick who they dance with regardless of gender, race, sexuality or any other Protected Characteristic.

- **Clubs:** extra-curricular activities offered in settings should make all reasonable efforts to ensure that there are a variety of opportunities for all to participate.
- **Events:** when settings are coordinating events, they must take into account how accessible the events are for all pupils and staff with regards to the Protected Characteristics for example, support for students with physical disabilities on sponsored walks etc. Ask 'how can this be made accessible to all?'

### Environment

It is very important that there are areas in which everyone feels safe and included, it is crucial to consider a day in the life of all our children/young people:

- **Toilets:** Toilets **should include separate toilets for boys and girls on biological sex, but gender-neutral toilets can also be considered for transgender pupils. Accessible facilities should be provided which** can be used by anyone who requires to use them, with a focus on accessibility of facilities for a range of reasons; recognising the needs of a variety of people including those with disabilities, and transgender pupils. These should be in a location that is easy to get to for children, young people and staff. Accessible toilets should also be available for parents and family members who may have needs when they attend meetings or events in the school/setting.
- **Changing Rooms:** When changing for PE or any other activity, it is important to make sure that all children and young people feel safe. Educational settings should provide, where necessary, different areas for children and young people.
- **Classroom:** In the classroom, children and young people are not to be singled out because of one of the protected characteristics.
- **Safe space:** There will be times when staff, children and young people may feel like they are completely overwhelmed and may need a quiet place to 'breathe'. It is important that staff, children and young people know that there is a safe space available and how to access it, particularly when things get a bit too much. Furthermore, make sure staff, children and young people are supported in finding areas that can accommodate any of their needs.

### Dress Code

The dress code should not be a barrier to accessing education in relation to equity, equality and diversity within an educational setting. Educational settings should encourage parents, carers, children and young people to talk to staff members if there are any issues with the dress code to help make everyone feel as comfortable as possible.

- Make sure the dress code is gender neutral, by having just general uniform options for all.
- Uniform should not be used as part of a sanction or reward system.
- Having options/flexibility that allow all children and young people to be comfortable in what they have to wear to school. Protected characteristics are to be respected in the educational setting's dress code.
- Consider the financial implications for young people and their families.

<http://www.moray.gov.uk/downloads/file149019.pdf>

### **Reflective Questions**

- Is encouraging and fair language used widely in your setting towards children, young people, parents and staff members? How can you be sure?
- Does your setting accommodate and educate a wide variety of religions and cultures and do your activities and curricular materials reflect the population?
- Do the procedures, processes, activities and opportunities in your setting accommodate **all** needs?
- Does your setting use diverse examples and resources in lessons? E.g. What fiction is being covered in English? Does it represent a diverse authorship?
- Does your setting provide support so all students can participate in lessons?
- Do you take account of the cost of the school day in all activities and do you advertise the availability of free school meals, benefits and clothing grants?

## **Section 4 - LONGEVITY**

In order to create a supportive learning environment, it is important to create a long-lasting legacy by embedding equality and inclusive practice and supporting diversity across your community. In Moray, the children and young

people should know how important it is to ensure there is a safe support network within and across the school or ELC and the authority, and as such it is important to regularly revisit this guidance to ensure a consistent approach.

There may be an impact on learning if the child or young person doesn't

	...feel comfortable to be themselves in the classroom	
	...feel visible and accepted at school	
	...feel included by peers	
	...feel safe in the classrooms or social spaces	
	... feel able to take friends home	
	...have the mental or emotional skills to learner to their potential	

### Pupil Voice

- Consider creating Equality and/or Diversity groups specific to the school or ELC.

Having a pupil led group means that there is a set place for children and young people and staff to go if they want to do more to promote equality, this means children and young people can get involved in organising activities and holding school-wide events to celebrate diversity. If children and young people are actively engaging with equality related issues, there is more chance of keeping up the momentum on improvement work surrounding equality as children and young people will be able to bring a new perspective and raise issues they have noticed and want to address. Furthermore, this give all the chance to connect and work together.

### Planning

- Ensure that Equality, Inclusion and Diversity is included in both the improvement plan and the self-evaluation calendar

Having a set space to note down the steps you are taking to promote equality is a great way to track the progress being made. Educational settings should create a calendar with dates that they agree are important to recognise, commemorate or celebrate. It is important that the calendar is meaningfully and sensitively aligns with the curriculum, thinking about including positive examples and contexts. By having at a year planner laid out staff, children and young people, parents and carers and partners will ultimately become more involved and motivated. (link to calendar etc).

Staff should engage with the reflective questions as part of self-evaluation. This self-evaluation process should support the wider school improvement plan. The Equality and Diversity Champion or group in the school may take a lead on this with support from Senior leaders.

### Partners

- Make links with all stakeholders relevant to your setting.

It is important to involve partners as they can help with projects and ideas, as well as offer support to the school or ELC. Educational settings should seek the involvement of those with lived experience to widen understanding. This also helps to provide positive role models.

### Reflective Questions

#### Staff

- Does your setting have a set place or process where staff can speak about any equality related issues they may have? Is this space clearly highlighted to staff?

#### Pupils

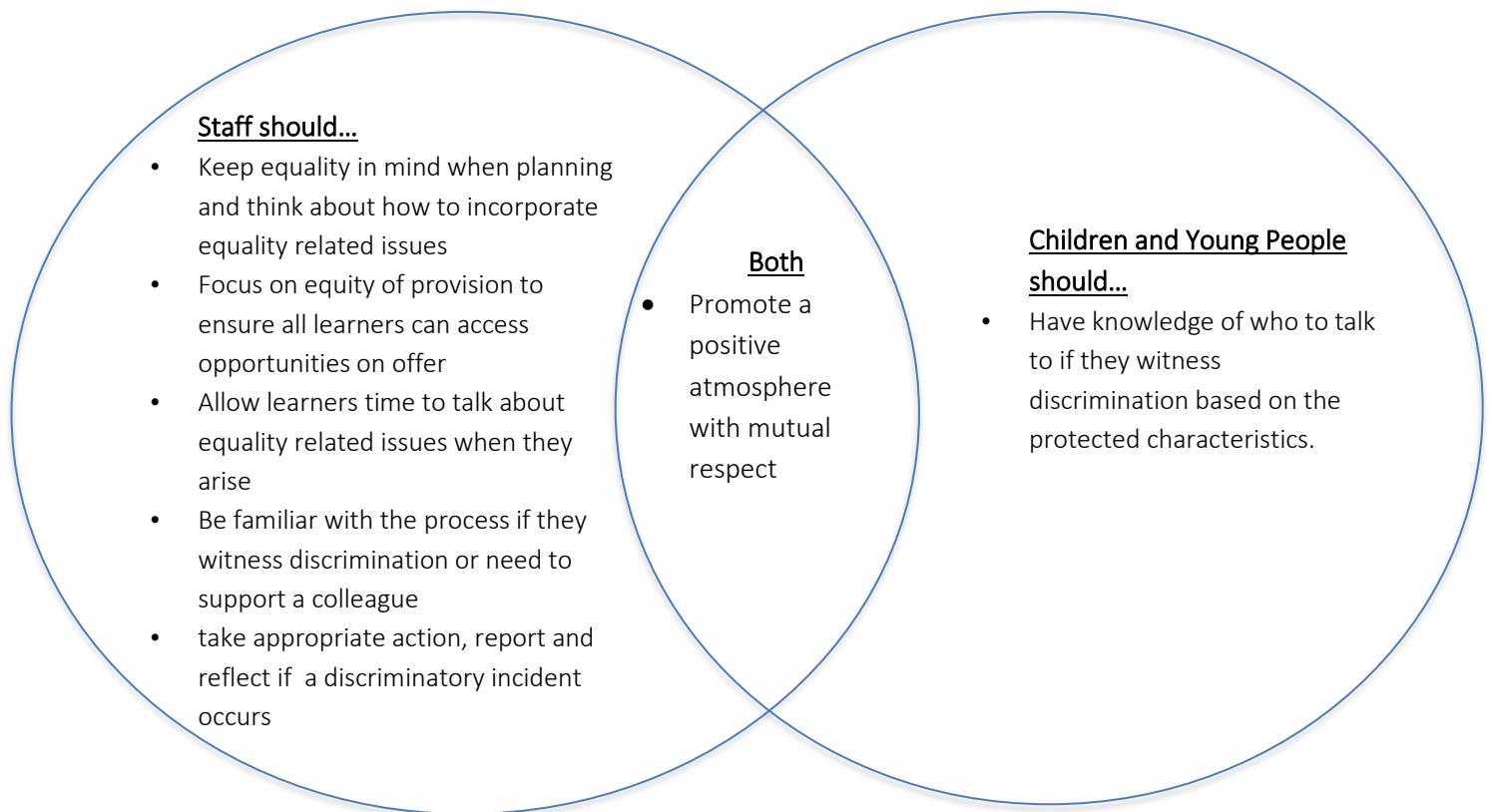
- Does your setting have a set place or group where children/young people can speak about any equality related issues they may have? Is this space clearly highlighted to children/young people?
- Do children/young people have the opportunity to get involved with promoting equality within your education setting? e.g. a student-led equality group.

#### Parents/Carers and Partners

- Does your setting work closely with parents or carers to tackle any issues that students may have? eg. feeding back to parents/carers bullying surveys etc.
- Does your setting provide information that parents or carers may require for a broader understanding of equality?
- Does your setting have links to equality related local support groups and charities and if so, could you use them more to support or advise?

## Section 5 - US

Everyone needs to work together. It is not the responsibility of one individual. Below shows a diagram on how different people can promote equality and how they link together.



Senior Leaders have an overarching responsibility for ensuring equality, diversity and inclusion in their setting. Ideally, equality, diversity and inclusion should be part of the remit of a senior member of staff.

All stakeholders have the responsibility to challenge discrimination in the workplace and use this document in response to emerging issues.

Each educational setting should be working towards having an Equality and Diversity Champion or group whose role it is to promote inclusion and diversity across the school/setting. This role can be taken on by various members of staff and pupils, and/or parents/carers. This will vary depending on your setting.

There should be a clear system in place for recording and reporting discriminatory incidents. This process provides consistency and clarity which is communicated to all relevant partners. All equality related incidents are recorded on SEEMIS in line with the local authority policy.

All staff should be aware of who has responsibility for equality, diversity and inclusion within the school or ELC and how to access support and advice.

Children and young people should have the opportunity to reflect on equality issues and know how to act in an age-appropriate way. For older children and young people, this should include reflecting on this document and providing feedback to senior leaders about their experiences.

This guidance and PowerPoint should be a helpful reminder to all staff at the beginning of a school year. This gives an opportunity to promote an inclusive ethos and remind staff of signposting to supports and available resources, as well as their responsibilities to support children and young people, parents/carers and colleagues within the Equality Act (2010), the UNCRC, GIRFEC and GTCS standards.

When new staff join the setting, this guidance, school improvement and self-evaluation calendar should be included in the welcome pack or induction to ensure that all staff are aware and confident of their responsibilities surrounding equality, diversity, inclusion and children's rights.

### **Reflective Questions**

- Do staff know how to take action upon witnessing discrimination to ensure the situation is defused?
- Are consequences for staff, children/young people clearly communicated and restorative in nature?
- Do consequences for staff, children/young people who discriminate against others have a clear purpose and opportunity for reflection and learning?
- Are incidents of discrimination logged and is there a commonality in how this is done? This is particularly important in relation to incidents of prejudice based bullying
- Do pupils know where to go to report incidents of discrimination?
- Do pupils trust their concerns will be taken seriously? How do you know?
- Is feedback provided on outcomes of the issue to those discriminated against?
- Are the views of children and young people on various aspects that may be seen as a priority, gathered regularly and actioned, in a way that is appropriate to their age and stage of development?

## Section 6 - DIRECTION

The following websites offer useful information and guidance to support staff. For each website the Protected Characteristics are highlighted and also a brief summary of what support and resources they offer.

**Holocaust memorial day :** <https://www.hmd.org.uk/>

**Groups:** Race, Religion/Belief, Sexual Orientation

Resources for lessons and assemblies about the Holocaust and genocide remembrance. Discusses how people were affected by the Holocaust.

**Scottish travellers education program:** <http://www.step.education.ed.ac.uk/making-learning-relevant/>

**Groups:** Race, Religion/Belief

Ideas and information about learning for young people from a mobile culture.

**Anti-Racist Education Resources:** <https://www.eis.org.uk/Anti-Racism/NewAnti-RacistEducationResources>

**Groups:** Race

Collated list of various new anti-racist education resources

**Show racism the red card:** <https://www.theredcard.org/>

**Groups:** Race

This Charity provides educational workshops and training sessions.

**Stonewall:** <https://www.stonewall.org.uk/about-us/stonewalls-history>

**Groups:** Gender Reassignment, Sexual Orientation

Provides information on LGBT+ issues including how to combat discrimination, hate crime, laws and rights.

**Time for Inclusive Education:** <https://www.tie.scot/>

**Groups:** LGBTI+

Resources for LGBT inclusion across the curriculum.

**Centre for studies on Inclusion Education:** <http://www.csie.org.uk/>

**Groups:** Disability

Offers training programs to help children become aware of disabilities.

**Respect me:** <https://respectme.org.uk/>

**Groups:** Race, Sex, Sexual Orientation, Gender Reassignment

Discusses bullying and gives advice for young people such as how to communicate with adults and vice-versa. Also informs on bullying in person and online and how to report it.

**Stonewall Curriculum Guide:** [https://www.stonewall.org.uk/system/files/inclusive\\_curriculum\\_guide.pdf](https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf)

**Groups:** Gender Reassignment, Sexual Orientation

Examples on how to encourage LGBT education through lesson ideas and activities.

**For Scotland's Disabled Children:** <https://www.fsd.org.uk>

**Groups:** Disability

Charity/ group provides other useful links relating to disability.

**LGBTQUA+ Initiatives:** <https://warwick.ac.uk/services/equalops/getinvolved/initiatives/lgbtua/>

**Groups:** Gender Reassignment, Sexual Orientation

Offers support and guidance on being trans. Also includes group events and guides to gender neutral language and pronouns.

**It's just everywhere-sexism:** <https://neu.org.uk/advice/its-just-everywhere-sexism-schools>

**Groups:** Sex

Advice on how to deal with sexism and what sexist language looks like.

**Age UK Equality Act:** <https://www.ageuk.org.uk/information-advice/work-learning/discrimination-rights/the-equality-act/>

**Groups:** Age

Provides details on the Equality Act (2010) itself and how it applies. Suggests what to do if you are illegally discriminated against due to your age and also how the law protects individuals from age discrimination.

**Equality and human rights commission:** <https://www.equalityhumanrights.com/en>

**Groups:** Disability, Religion, Age, Gender Reassignment, Race, Marriage

Tells you all of the human rights and about the Human Rights Act. Helps with disability discrimination. An advice line has been provided.

**See Me Scotland:** <https://www.seemescotland.org/young-people/resources/partner-resources/>

**Groups:** Disability (Mental Health)

Provides resource packs and information to teachers on how they can educate young people about mental health in a respectful and well-rounded way. It also provides tool kits to help teachers deal with loss and bereavement and resilience in young people.

**Make it count:** <https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count>

**Groups:** Disability (Mental Health)

Provides podcasts and guides for pupils, parents and teachers. Personal stories and current projects they are working on are also available on the website.

**Stonewall Scotland - Glossary Of Terms:** <https://www.stonewallscotland.org.uk/help-advice/glossary-terms>

**Groups:** Sexual Orientation, Gender Reassignment

Provides insight through terminology.

**GTC Equality and Diversity HUB:** <https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx>

**Groups:** All

The resources available are to support teacher professionalism and professional learning and are not learning and teaching resources for the classroom.

**Education Scotland - Embedding Equality in Resources:**

<https://education.gov.scot/media/0ddfwen2/equalitiesguidingprinciples.pdf>

**Groups:** All

Suggestions of ways that teaching materials can promote Equality and Diversity.

**Mentally Healthy Schools- Resource Library:** <https://mentallyhealthyschools.org.uk/resources/>

**Groups:** All

Variety of resources for differing age ranges on themes of Equality.

**Talking Race - Podcasts :**

[https://open.spotify.com/episode/0kUYEI3Ok2mH4Pw95tUjv4?si=LptHBJxpQ\\_aBXVN4DY3Kdg](https://open.spotify.com/episode/0kUYEI3Ok2mH4Pw95tUjv4?si=LptHBJxpQ_aBXVN4DY3Kdg)

**Groups:** Race

Series of podcasts by Professor Vini Lander who leads CRED (Centre for Race, Education and Decoloniality) at Leeds Beckett University.

**Race Equality Education Wakelet:** <https://wakelet.com/wake/EKpqdexEpY3JoNdrIjP36>

**Groups:** Race

This collection of wakelets signposts educators to a range of websites and resources which promote race equality.

**Insight** <https://interculturalyouthscotland.org/in-sight-report>

**Groups:** Race

An eye-opening new report into the Black, Asian and Minority ethnic experience in Scottish Schools. This report summaries how young people in Scotland perceive and experience secondary school education.

To support understanding a glossary of terms can be found [Glossary of terms for INCLUDE.docx](#)

Senior Managers/Line Managers should always be available for staff. Unions and the General Teaching Council will offer advice, support and signposting. Additionally, there are a range of useful resources available online. It may be helpful for your setting or council to provide signposting to local support groups.

### **Reflective Questions**

- Are children/young people, parents and staff aware of the resources that are available to them to aid them with equality related issues?
- Do children and young people have access to books surrounding themes of equality and show the diversity of the population? e.g. in their school library, book corner, classroom?
- Are children/young people aware of the support that staff can offer them and know how individual staff members or specific departments can aid them with equality and diversity related issues?
- Are children/young people, parents/carers and staff aware of the steps that they can individually take to address issues and promote equality?
- Is there an area within the setting or virtually that collates support and resources for staff? Is this highlighted throughout the year?

## Section 7 - EVALUATE

This section provides an opportunity for all children and young people, staff and the wider community to reflect on current practice, identify features of highly effective practice and next steps for the Action Plan using the [self-evaluation support questions.docx](#)

Top tips

- Include a variety of children and young people and staff in this process to ensure varying perspectives.
- Try to be as honest as possible to give a clear baseline to work from.
- Evidence can be varied and can take the form of statistics, time given, dates of discussions, surveys, policies, updates to parents/carers; or can be anecdotal.
- Next steps should be doable within the next year before review.
- Next steps should identify clear timelines and responsible parties.
- Simply highlight responses to the reflective questions as RED, AMBER or GREEN, to quickly identify those areas that require further development and those that are going well.

