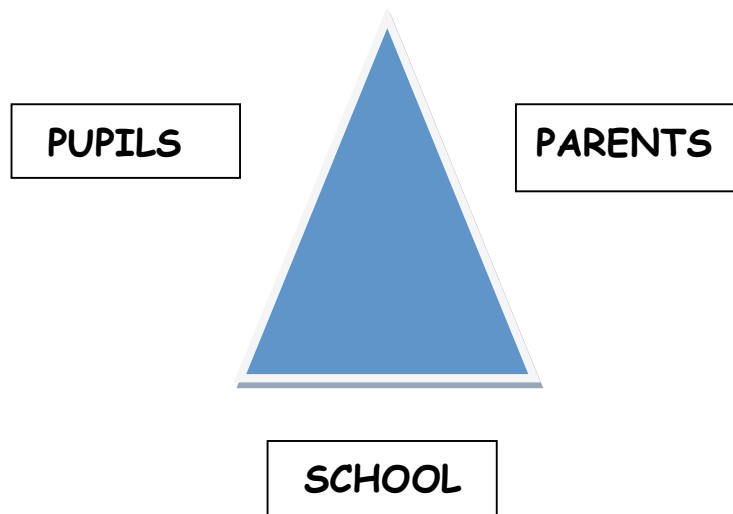


## EQUALITY, INCLUSION and ANTI-DISCRIMINATION

### PLANNING for EXCELLENCE

To make your establishment Excellent at nurturing Equality, Inclusion and Anti-Discrimination, you need to have an Improvement Plan that builds on self-knowledge. It involves understanding and valuing the best of that which already exists, deciding how good you really can be and identifying how to move forward to achieve that goal. All those associated with your establishment should be invited to participate or be represented in the planning process.



#### **WHERE DO WE BEGIN?**

##### **Standards in Scotland's Schools etc. Act 2000**

"To encourage the development of the personality, talents and mental and physical abilities of the young person to their fullest potential"

There are a number of documents and publications already in existence which should assist in planning for excellence in Equality, Inclusion and Anti-Discrimination.

## HOW GOOD IS OUR SCHOOL? THE JOURNEY TO EXCELLENCE PART 4:

### PLANNING FOR EXCELLENCE

says on page 12:

It also tells us on page 13:

### THE ESSENTIAL ELEMENTS OF AN IMPROVEMENT PLAN

#### Essential elements of an improvement plan

- Clearly stated and aspirational vision and values, developed by, and shared with, children and young people, parents and those with whom the school works in partnership.
- A small number of improvement priorities, informed by facts, intelligence or research and expressed as outcomes for learners.
- Outcomes which focus on learning and achievement, are based on evidence and data, and are observable and, if possible, measurable.
- Clearly identified responsibilities for implementation linked to named individuals and/or teams.
- Clear timescales extending to more than one school session, as necessary, and with milestones and deadlines.
- Measures of success which include performance data, quality indicators and stakeholders' views.

Your improvement plan is a map of your school's improvement journey. This map should be high level and give the broad direction of travel. There are different ways of reaching the goal depending where you are starting from and local circumstances. Schools and centres can have flexibility in how they do this as long as they achieve their outcomes within an agreed timescale.

You may have specific approaches in place where you work in a well-defined and wider learning community.

Many establishments already have effective pro forma, developed by their authorities or themselves, for recording the outcomes of their planning discussions and their plans for improvement. If this documentation works, there may be no reason to change it. If it is too lengthy, detailed or complicated you should slim it down and limit it to the essential elements described in this guide.

## HOW GOOD IS OUR SCHOOL? THE JOURNEY TO EXCELLENCE PART

Dimension 9 'Promoting positive relationships within a learning, caring and inclusive school community.' P104 - 106

*Exemplifies how to make your school excellent*

## HOW GOOD IS OUR SCHOOL? THE JOURNEY TO EXCELLENCE PART 3

### & CHILD AT THE CENTRE

*Provide the tools with which you can measure how good you are at present*

Quality Indicators 5.6 EQUALITY AND FAIRNESS

5.9 IMPROVEMENT THROUGH SELF-EVALUATION

5.3 MEETING LEARNING NEEDS

COUNT US IN - Conclusions 5.3 to 5.25 pp 31 - 34

## A POSSIBLE MODEL OF IMPROVEMENT PLANNING : Exemplar 1

**VISION** : To value diversity, promoting social inclusion in an environment where everyone is valued and can access best quality education that meets their needs as a learner

*As progress is made, self-evaluation processes should inform the improvement agenda.*

- **FAIRER**
- Stronger
- Healthier

### **INCLUSION**

Confident Individuals  
Effective Contributors

### **PRIORITIES**

- **All** children will have a PLP
- Learning will be supported by strategies from AifL

### **ACTION**

<b>What are we going to do?</b>	<b>Who will do it and when?</b>
<ul style="list-style-type: none"> <li>• Develop Pupil Forums</li> <li>• Create structure for PLPs</li> <li>• Engage Parents / Carers in process through meetings and surveys</li> <li>• Embed AifL strategies in teaching approaches</li> <li>• Make use of Learning Sets materials</li> </ul>	<p>Class Teachers and pupils: Ongoing throughout session and ready to pass on PLP at year end</p> <p>Working group consisting of pupils, parents and staff: By end of September</p> <p>SMT and clerical staff during first term</p> <p>Staff throughout CPD Calendar</p> <p>Staff throughout CPD Calendar</p>

### **IMPACT**

**Pupils** contribute enthusiastically to building the content of their PLP

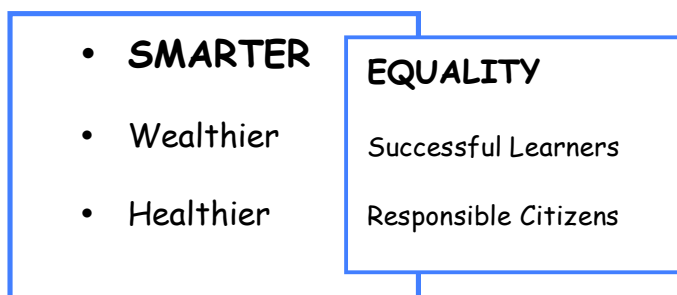
**Staff** have an increased awareness of their pupils' aspirations

**Parents / Carers** have more frequent detailed information about their children's progress

## A POSSIBLE MODEL OF IMPROVEMENT PLANNING : Exemplar 2

**VISION** : To aspire to be a learning organisation which promotes and practises equality, fairness, tolerance and mutual respect for all stakeholders

*As progress is made, self-evaluation processes should inform the improvement agenda.*



### PRIORITIES

- Citizenship programme supports enterprising learning activities
- Equality underpins Health & Wellbeing, Social Subjects and Active Learning
- School promotes Fair Trade, Green Issues, and the law

### ACTION

What are we going to do?	Who will do it and when?
<ul style="list-style-type: none"> <li>• Develop programmes of study that support learning outcomes and enhance pupils' learning experiences in Citizenship</li> <li>• Take account of beliefs, cultures and ability to ensure that all pupils can have full access to the curriculum</li> <li>• Engage with the wider community to promote local, international and global issues of equality and fairness</li> <li>• Provide opportunities for all members of the learning organisation to participate in activities such as Fair Trade Fortnight, Health Awareness Events and review of the curriculum, policy and practice</li> </ul>	<p>Working group consisting of pupils, parents and staff: By end of September</p> <p>All members of the learning organisation throughout the school session</p> <p>Staff, Parent Council, wider parent Forum, local MSP, business partners and religious leaders throughout school session</p> <p>Staff, pupils and parents / carers throughout school session</p>

### IMPACT

**Pupils** demonstrate that they are responsible citizens, caring about others' needs

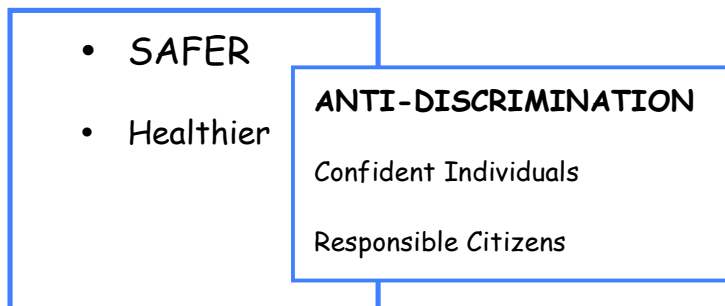
**Staff** have an increased awareness of local issues and contribute to change

**Parents /Carers** are active contributors to projects highlighted by their children

## A POSSIBLE MODEL OF IMPROVEMENT PLANNING : Exemplar 3

**VISION** : To celebrate diversity so that our learning organisation is able to experience a range of cultural traditions and so break down barriers to harmony amongst those who live and work in the local community.

*As progress is made, self-evaluation processes should inform the improvement agenda.*



### PRIORITIES

- Enterprise in Education is a feature of learning activities
- Diversity is recognised and valued amongst the staff, pupils and parents / carers in the school community
- School works in genuine partnership with neighbouring schools to promote anti-discrimination

### ACTION

What are we going to do?	Who will do it and when?
<ul style="list-style-type: none"> <li>• Develop school policy where activities of an enterprising nature are embedded in approaches to learning and teaching about anti-discrimination</li> <li>• Establish a strong network of school representatives to nurture inter-school activities that promote harmony and respect</li> <li>• Design a programme of events that capture exciting, practical activities in which pupils from a variety of local schools can share, so helping to reduce discrimination</li> <li>• Engage with specialists in the wider community to promote events that celebrate diversity and support anti-discrimination</li> </ul>	<p>SMT, project leaders and pupils by end of November</p> <p>All local schools will provide a nominated representative by end of September</p> <p>Committee of pupils, parents and staff: ongoing throughout the session</p> <p>Staff, Parent Council, wider parent Forum, local councillors, MSP, artists, authors, dance &amp; drama specialists, business partners and religious leaders throughout school session</p>

### IMPACT

**Pupils** have a greater awareness of the positive outcomes from celebrating differences

**Staff** demonstrate an enterprising approach to delivering the curriculum

**Parents /Carers** are active supporters of events that celebrate diversity in the community.

