

JENNY DOBIE
BRUNTSFIELD PRIMARY SCHOOL

Parent Council Meeting

February 2025

Bruntsfield Equalities Journey

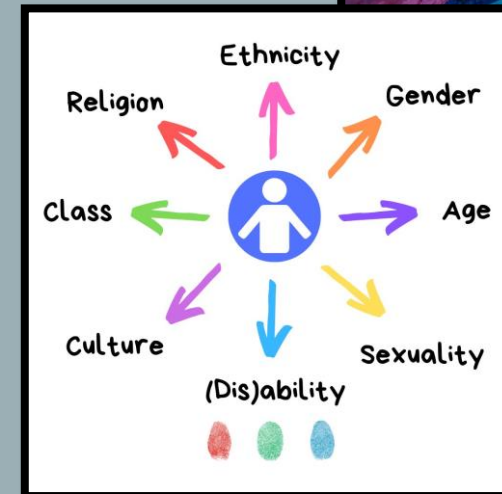
2021- 2022 Cluster Improvement Plan Equalities Curriculum Focus

- ***October** - December Equalities, Diversity and Inclusion
- ***January - March** Racism
- ***April – May** Disability
- ***May – June** Gender (CEC CM)
- *Evaluation form to staff

2022-2023 Cluster Improvement Plan

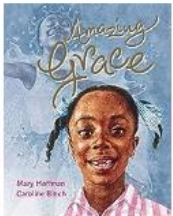

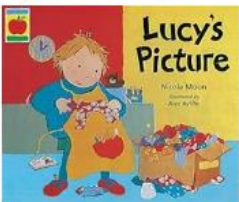



- ***August – October** Age
- *Time to embed

Staff CAT session on Culturally Inclusive Classroom



Curriculum Map for Bruntsfield Primary School

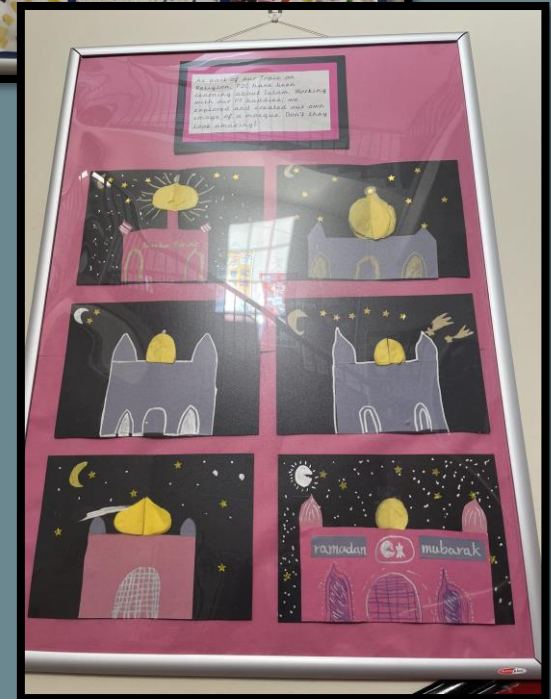
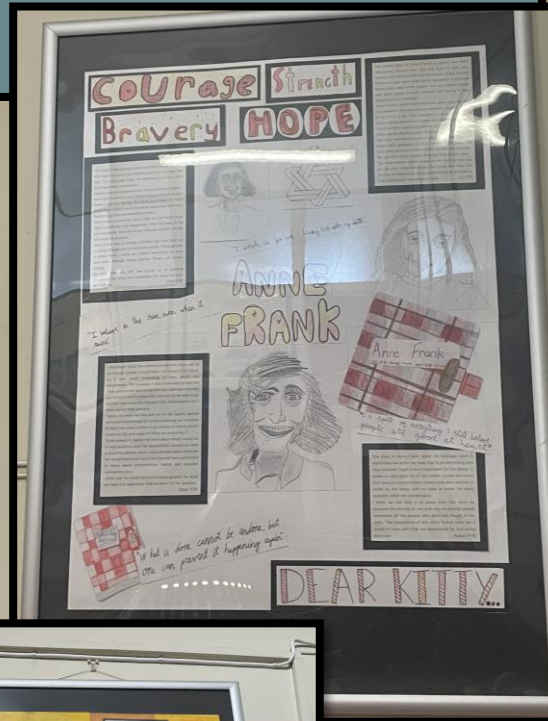
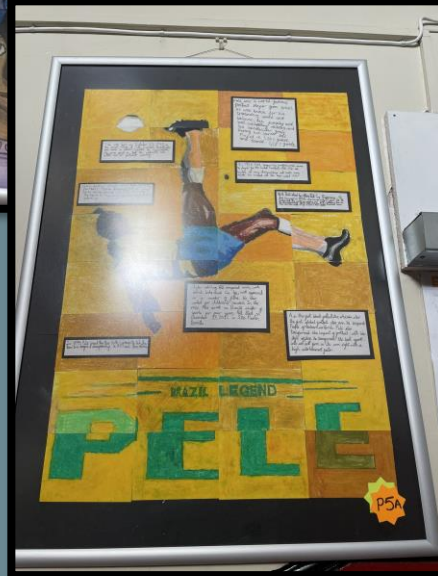
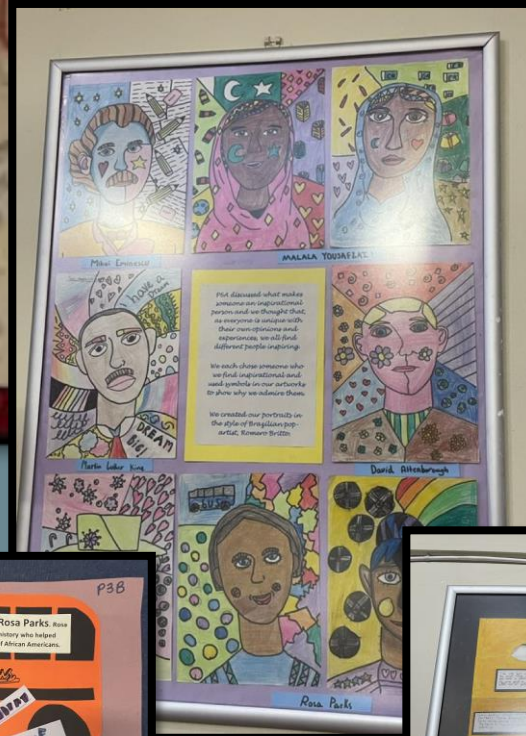
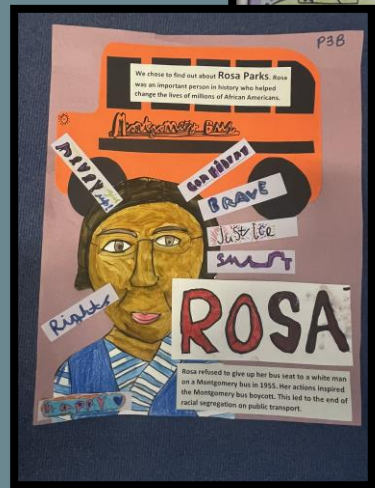
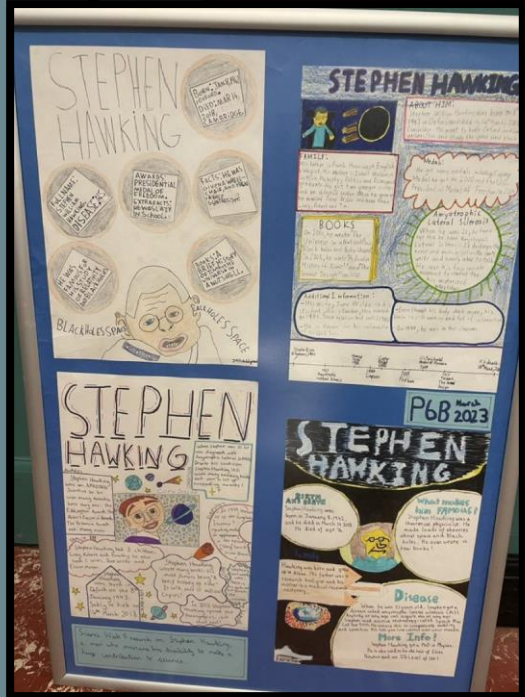
2022 – 2023 Time to embed into curriculum planning
May 2023 Audit across cluster schools

P 1	RACE/RACISM Stories/Animation 'Hair Love' https://www.google.co.uk/search?q=hair+love&sourceid=ie7&rls=com.microsoft:en-GB:{referrer:source}&ie=UTF-8&oe=&bshrm=rimg/1 'Amazing Grace' by Mary Hoffman  'Handa's Surprise' by Eileen Brown	AGE Stereotypes Stereotyping ages (challenging your mindset when your older) Role Models (marathon runner, musicians opposite ages) Community Kindness bags at Christmas for elderly people in the local community Community links with a local Care Home	GENDER Family Newborn baby brothers or sisters Significant People Female inventors https://tinybeans.com/women-scientists-to-teach-your-kids-about/ Stories/Animation Challenging gender stereotypes 'Pink is for Boys' by Robb Pearlman 	DISABILITY Stories/Animation Story – 'Lucy's Picture' by Nicola Moon  Follow up activity – making a sensory picture Story focusing on autism - 'All My Stripes' animation https://www.youtube.com/watch?v=SxIYROb9n88	RELIGION OR BELIEF Festivals/Celebrations Festivals around the world linked to class cultures– Holi, Hannukah, Eid, Ramadan, Diwali, Chinese New year Stories/Animation Stories linked to different belief systems. 'Namaste a Greeting' by Suma Subramaniam 	DIVERSITY/EQUALITY Stories/Animations Story - 'Its ok to be different' by Todd Parr  Story (linked to class charter) 'Only one you' by Linda Krantz 

P 5	RACE/RACISM	AGE	GENDER	DISABILITY	RELIGION OR BELIEF	DIVERSITY/EQUALITY
	<p>Show Racism the Red Card - Share ideas in class for annual competition. https://www.theredcard.org/scotland/</p> <p>Black History Month – research on different people / Drama</p> <p>Library School and Staff libraries should contain books that include all areas of equity and diversity – from the class and school library</p>	<p>Science ‘Light and Sound’ How <u>age</u> can affect hearing and sight as you age? Sound tests – where the children could still hear <u>sound</u> but the teachers can’t– degenerative abilities. https://decibelpro.app/blog/sounds-only-kids-can-hear/#:~:text=This%20theory%20says%20that%20adults,tone'%20theory%20is%20not%20bulletproof.</p>	<p>Reading Comprehension ‘Ada Lovelace’ https://www.twinkl.co.uk/resource/lks-2-ada-lovelace-differentiated-reading-comprehension-activity-t-e-1660140336</p> <p>‘Fantastically Great Women Who Changed The World’ https://fantasticallygreatwomen.com/</p>	<p>Young Carers RSHP - Mental Health and Wellbeing</p> <p>Neurodiversity https://www.twinkl.co.uk/teaching-wiki/neurodiversity</p> <p>Down’s syndrome https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-downs-syndrome/znfb92p</p>	<p>Research Topic Compare and contrast major religions of the world.</p> <p>Equalities Class Calendar</p> <p>Easter showcase – major religions</p> <p>Novel ‘Why The Whales Came’ by Michael Morpurgo</p>	<p>Rights Respecting Schools Class Charter Article of month – assemblies and follow up in class</p> <p>Food bank Discussion and donations</p> <p>Anti Bullying Week https://respectme.org.uk/</p>

P 6	RACE/RACISM	AGE	GENDER	DISABILITY	RELIGION OR BELIEF	DIVERSITY/EQUALITY
	<p>Recognition of the multicultural nature of each school and classes; celebrating this as an integral part of classroom life; embedded as a part of the way we are.</p> <p>Black History Month – celebration of historic figures and the contributions to society and overcoming prejudices.</p> <p>Children deliver presentations to the rest of the school.</p>	<p>Ageism Discussion around preconceptions of people based on their age</p> <p>RSHP Age of consent and the laws around this</p> <p>Online Safety Age restrictions that limit access to certain websites or apps; discussion around why these restrictions are in place</p> <p>Study of Scottish and</p>	<p>Jacobites – lack of female figures of interest noted for this period; discussion around why; role of females at this time in history (is Flora MacDonald tokenism)</p> <p>Role of Women SCIENCE - more names emerging, particularly with Covid-19 Industrial Revolution</p>	<p>Independent research project on Stephen Hawking</p> <p>Rights Respecting Schools Inclusion of the related article as a key part of our class charter</p> <p>Creation of in-class support networks for pupils with specific needs</p> <p>Class Novel Links to class novels I.e. disability Wonder</p>	<p>Recognise the range of religions within the class and celebrate key festivals and events as appropriate Holi Colour run with the classes</p> <p>Explore Key Festivals relevant to your class at the beginning of each session and plan activities accordingly together with other religions/beliefs not followed by children in the class</p>	<p>Space Women’s role in space research overlooked until very recently; discussion why and comprehension activity</p> <p>RSHP Discussion around same sex relationships</p> <p>LGBT + Organise Pride Day celebration for the whole school – explore discrimination</p>

Pupil Equalities Group





Bruntsfield Family Tree

EQUALITY DIVERSITY AND INCLUSION

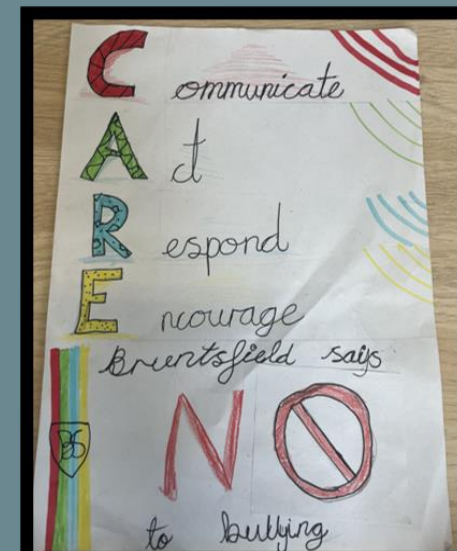
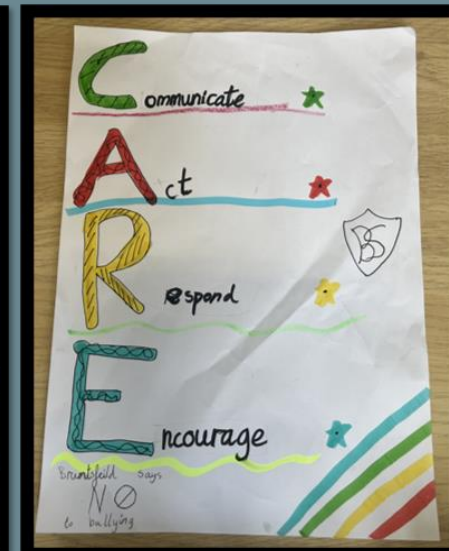
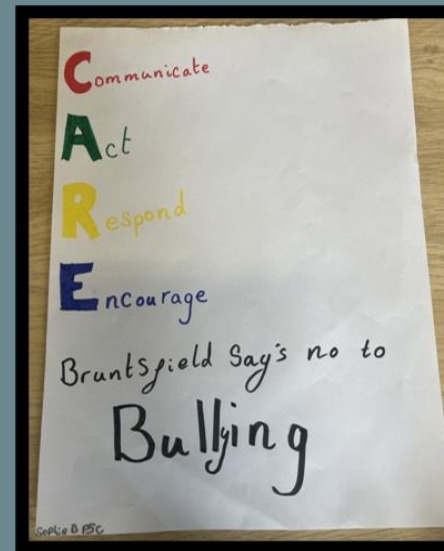
Pupil Equalities Group

- *Pupils wanted all countries of heritage represented
- *P3- P7 classes created displays for at least two countries.



- *Pupils decided on a acronym to highlight anti bullying, prejudice and discrimination. Reps launched at assembly last session.

- *Lots of ideas for this session.



Staff Equalities Group

*Parent Directory

*Updated bullying/prejudice/discrimination checklist for staff

*Reviewed Anti Bullying and Positive Behaviour policies

*Positive Behaviour Poster And Procedures.

1. A cultural/religious celebration or event
2. Heritage
3. Language (either mother tongue, bilingual life or learnt later!)
4. National days
5. A special trip
6. Maker skills – craft, song, story
7. Challenges you have faced – these could be linked to protected characteristics (age/race/disability/sex/sexuality)
8. Your experience of dyslexia, dyspraxia, ASD (if you are willing to share!)
9. Skills you use in your work
10. What you do in your job

Subject

I am Research scientist working on making Artificial Intelligence safer for all. I work for Google DeepMind where I contribute to building and evaluating Large Language Models, such as ChatGPT. I am also an honorary professor of AI (currently on leave) and I am a woman.

Italian (mother tongue). Special days: Carnival (mid-February); Befana (6th of January); Liberation Day (25th of April) and others. Italian traditional Music; Languages and translation.

Marine biology, scientific diving, and juggling

Bruntsfield Primary School Bullying/Prejudice/Discrimination Incident Checklist For Staff responding to bullying allegations

Reassure the child/children that they have done the right thing telling.



Listen carefully and show the child/children you are taking the matter seriously.



Offer support whenever required, no matter how busy you are. Ask for support from a PSA or SLT to allow the conversation to take place.



Find out what happened, who was involved, where and when. Let the child speak without interruption wherever possible.



Ask the child what would help to resolve the situation and what do they want to happen next. Be aware that bullying and prejudice cannot go unchallenged and that the child may be reluctant to seek a solution or want a direct approach.



Record the incidents on a Bullying and Prejudice Recording Form. It may be helpful to keep notes. If you do, it is important that the child or young person knows why and how the notes will be used. The information will form the basis for further investigation and recording.



Tell the child or young person clearly about what happens next. It is essential that they are involved and updated on progress.



Discuss and agree next steps with the Equalities Coordinator/ member of the Senior Leadership Team. This should include how the case will be investigated, monitored and reviewed. Senior Leadership Team record incidents on SCF/MIC

BRUNTSFIELD POSITIVE BEHAVIOUR/RELATIONSHIPS REINFORCEMENT



Bruntsfield School

Positive Behaviour Strategies include:

Class Ethos and Rewards

**Celebrating
achievements**

Praise

**Positive Behaviour/
Relationships Policy**

House points

Achievement certificates

Class Charter

**Reference to 'CARE'
posters from pupil group**

**Time to talk/ build
relationships**

**School Values/Ethos:
(kindness, equality,
respect, perseverance
and courage)**

Calm/restorative scripts

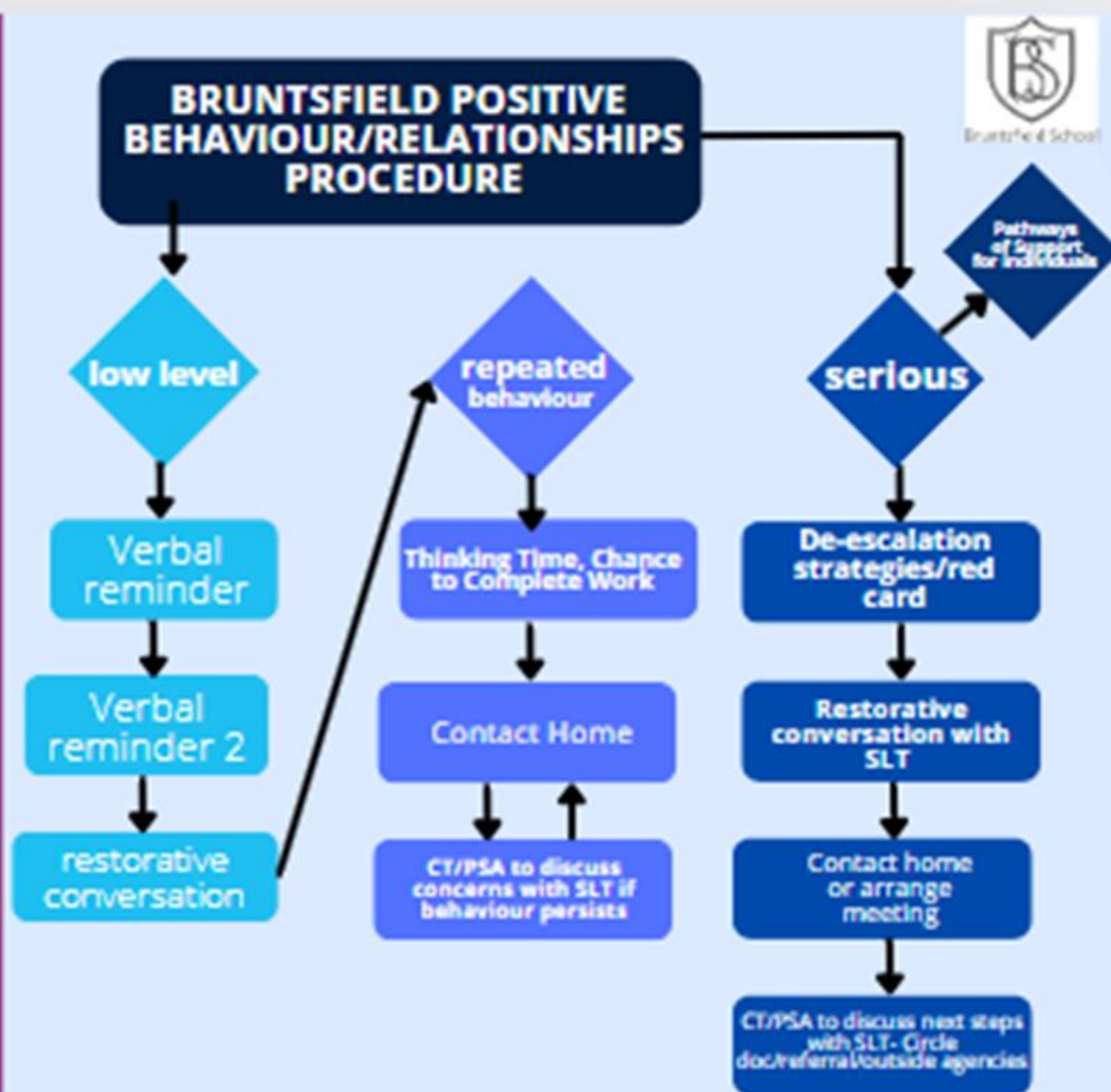
**Social Emotional lessons
(RSHP/Building Resilience)**

Recording Information

Consider if one or more of the following are required:

1. Contact Form (important conversations)
2. Incident Form (serious)
3. Edinburgh Council Bullying/Prejudice Form
4. Seemis Pastoral Notes
5. SHE portal
6. Analysis of Needs class Teams page
7. HWB Concern Form
8. Circle Doc

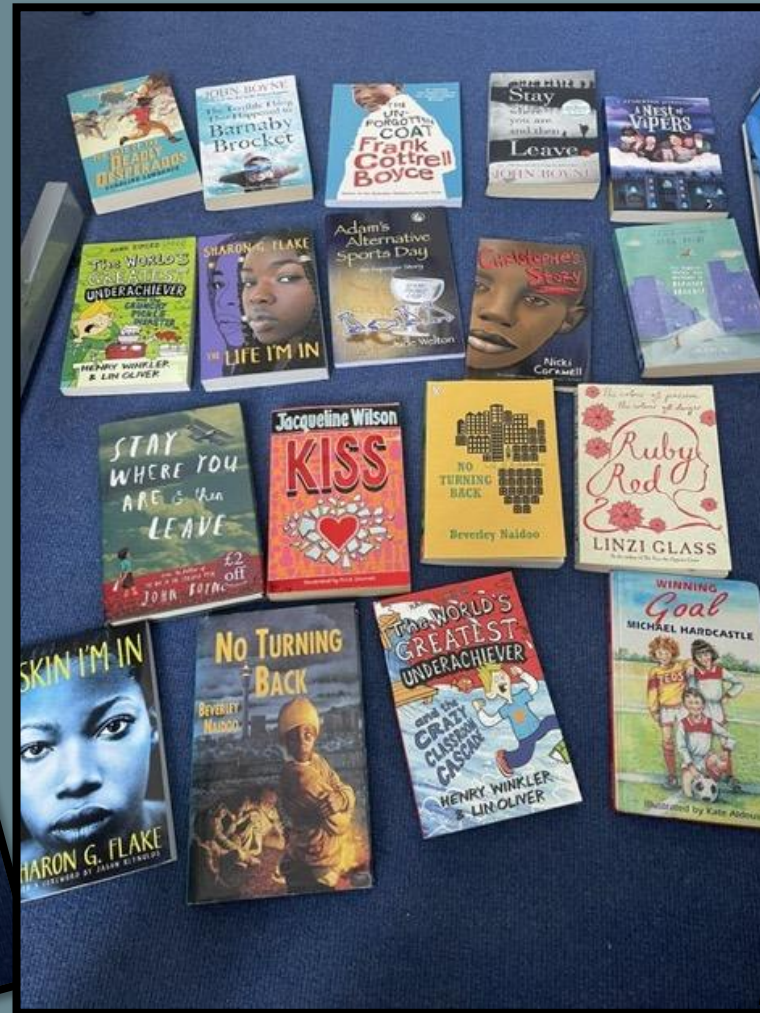
+ passed on at transition



READY RESPECTFUL SAFE



Support From Parent Council



What is anti-racism?

Anti racism is a specific movement to stand up against racism. Anti racism is standing against the power imbalances that have been created as a result of our colonial history and how these structures are still in place and causing barriers, difficulties and discrimination for many communities within our society.

Developing Anti Racist Practice using a Critical Thinking Model

To help teachers think critically about their practice, the different perspectives and approaches that they include. Questions they should now ask when planning are:

1. Why have you chosen this resource/example?



2. Whose perspective is it from?

3. Whose perspective is missing?

4. Why is it missing?

5. Who does it impact on?

6. How does it link with modern Scotland today?

Racism and Anti- Racism in a context – Social Justice Movement of Decolonisation



- *Definitions of colonialism

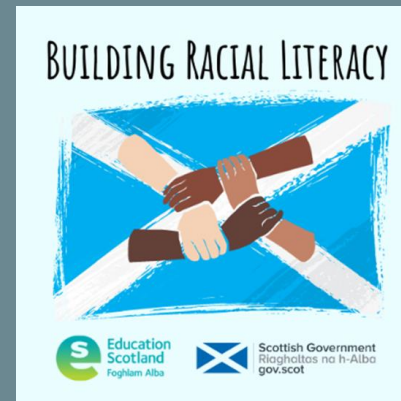
- *Types of colonialism

- *Impact on the colonised

- *Decolonising colonisation

- *Decolonising the curriculum

Upcoming Training for Staff



- Explore WHY anti-racism is important for everyone in Scottish education
- Consider what is meant by racial literacy
- Build a better understanding of different form of racism
- Build a better understanding of unconscious bias
- Look at different forms of racism, including systemic, microaggressions and online
- Look further into what 'decolonising the curriculum' means
- Look at why it is important and how it can be actioned