



Kyle Academy – Equalities Policy

Ensuring Equity for Everyone

Rationale

Kyle Academy is a respectful and inclusive community, and is committed to promoting and supporting equality and diversity. This policy is fundamental to ensuring that every student, staff member, and member of the school community is treated with fairness, dignity, and respect. It reflects the school's commitment to creating an inclusive and supportive environment where diversity is valued, and everyone has equal opportunities to succeed.

Our Vision - Statement of Intent

Kyle Academy's values of responsibility, ambition, achievement, **diversity** and respect, underpin all of our policies and practices. We are committed to promoting equality, diversity, and inclusion across all aspects of school life. At Kyle Academy, we believe that every member of our school community – students, staff, parents, and visitors – has the right to be treated with dignity and respect, free from discrimination, harassment, or prejudice.

This Equalities Policy will ensure that all learners, teachers, parents/carers and partners have a clear understanding of Equality, and it will support them in promoting and exemplifying the expectations and ethos of the school. The policy will reflect our dedication to creating a safe, supportive, and inclusive environment where everyone feels valued and empowered to achieve their full potential. We will actively work to eliminate barriers and challenge inequalities based on age, race, gender, disability, sexual orientation, religion or belief, and any other protected characteristic as defined by the Equality Act 2010 and Scottish legislation.

Staff, pupils, parents, carers and other partners have a responsibility to abide and action the legislation and requirements of the following:

- **Equality Act 2010**
- **The UNCRC (Incorporation) (Scotland) Act 2024**
- **Getting it right for every child (GIRFEC)**
- **United Nations Convention on Rights of a Child**
- **Additional Support for Learning (ASL) Act**

Through education, awareness, and positive action, we aim to foster a culture of respect and understanding that prepares our young people to thrive in a diverse society.

Definition of Equality

"Equality refers to the right of every individual to equal treatment and opportunities, regardless of factors like gender, race and social position. Achieving equality means that no-one has poorer life chances because of things like where they come from, what they believe, their sexual orientation and whether they have a disability." (Education Scotland, 2025)

Under the Equality Act (2010), it is illegal to discriminate against 9 protected characteristics:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave

- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Kyle Academy is currently a Silver Rights Respecting School, and accordingly, the United Nations Convention on the Rights of the Child (UNCRC) is embedded in our school values, curriculum, and community. Non-discrimination is one of the four general principles of the UNCRC, which underpin how it should be interpreted and put into practice.

UNICEF state that “an equitable approach recognises that the playing field is not level and emphasises that everyone should not be treated the same, but according to their own needs. *Equity* may include making appropriate adjustments and removing barriers to ensure individuals’ differences are considered and accommodated so that everyone can participate and contribute to their best ability”. (UNICEF, 2023)

Kyle Academy’s Pupil Council has identified connections between promoting equality/preventing discrimination and the UNCRC with specific relation to the following articles:

- **Article 1:** Everyone under the age of 18 has all the rights in the Convention
- **Article 2:** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.
- **Article 4:** Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children’s rights.
- **Article 7:** Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.
- **Article 8:** Every child has the right to an identity. Governments must respect and protect that right, and prevent the child’s name, nationality or family relationships from being changed unlawfully.
- **Article 13:** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is in the law.
- **Article 14:** Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
- **Article 28:** 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.
- **Article 30:** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

What Does Equality Look Like?

Equality should promote inclusivity and fairness. At Kyle Academy, we demonstrate this through, for example, prioritising and supporting inclusion, additional assessment arrangement (AAA), additional support needs, fair opportunities, addressing the poverty gap and providing attainment opportunities.

Our young people summarised equality as:

- “When everybody is treated accordingly based on their own circumstances or needs, no matter what.”
- “Everybody is treated fairly.”
- “Everyone is given what they need, rather than given the same thing.”
- “Equality to me means treating everyone the same, no matter their race, gender, sexual orientation, or any characteristic about them.”
- “For me, it means not putting people in certain groups or boxes because of how they were born as this only creates more division between those who are categorised as ‘different’.”
- “Equality to me means not making any degrading comments towards how someone was born like and not treating them inferior compared to others just because of this. With gender, this means treating both female, male and non-binary people with the same respect and with work, having the same payment (that aligns with their profession and skills) no matter their gender as one should not be given less for doing the same work as others. With sexuality, not making comments to make one feel ashamed about who they are romantically interested towards or whether they are romantically interested to anyone, not judging them as one should show the same affection in public as heterosexual people do and not assuming that they fit into a certain stereotype. This can also be applied with those who are a certain race, as you should treat them as you treat everyone else as their skin colour should not affect the way you view them, or the stereotypes that have been placed onto them because of where they are from or because of their skin. With disabilities, providing those that need extra help or support and being mindful around them but still keeping that same respect that you would have around everyone else. Equality is having the same rights no matter who you are and what you have.”

What is Discrimination?

Discrimination occurs when someone is treated unfairly or less favourably, usually because they possess certain characteristics, or they belong to a particular group.

Discrimination can take different forms:

- **Direct discrimination:** Treating someone less favourably because of a protected characteristic; for example, refusing to admit a student because of their race or gender.
- **Indirect discrimination:** Applying a rule or practice that applies to everyone but disadvantages a particular group more than others; for example, scheduling important school events during religious holidays without alternatives.
- **Harassment:** Unwanted behaviour linked to a protected characteristic that violates someone’s dignity or creates a hostile environment.
- **Victimisation:** Treating someone unfairly because they have made or supported a complaint about discrimination.

As a school in Scotland, we have a legal duty to prevent discrimination, promote equality, and create an inclusive learning environment where all students can succeed regardless of their background or identity.

Lead Members of Staff

Whilst all staff in the Kyle Community have a responsibility to promote respect amongst all our school community and work together to ensure equality, staff with specific relevant remits include:

Head Teacher	Miss M Byrne
Child Protection Coordinator	Mr J Little
Principal Teacher of Guidance Belleisle	Mrs D Dorrans
Principal Teacher of Guidance Craigie	Mrs K Mahaffy
Principal Teacher of Guidance Rozelle	Mrs S Boal
Principal Teacher of Guidance Wallace	Mrs A Thomas
Principal Teacher of Pupil Support	Mrs V Sutherland
Wellbeing Officer	Mrs M McKinlay
School Nurse	Ms S Muir
Educational Psychologist	MS S McNicol
Campus Police Officer	PC Smith

Expectations and Responsibilities of Staff

The expectations and responsibilities of school staff under this policy align with Scottish legislation, including the Equality Act 2010, and the national curriculum framework Curriculum for Excellence.

Promote Equality and Inclusion

- Foster a school culture that values diversity and actively challenges discrimination, prejudice, and inequality.
- Use inclusive language and materials that reflect the diversity of the school and society.
- Ensure all learners, regardless of protected characteristics (e.g. race, gender, disability), feel safe, valued, and respected.

Uphold Duties

- Eliminate discrimination, advance equality of opportunity, and foster good relations.
- Understand and apply the Equality Act 2010, particularly regarding protected characteristics.
- Challenge any incidents of discrimination or harassment, reporting them according to school procedures.

Inclusive Teaching and Curriculum

- Plan and deliver lessons that are accessible and relevant to all learners.
- Differentiate teaching to support pupils with additional support needs or those from disadvantaged backgrounds.
- Highlight contributions from diverse cultures, communities, and individuals in the curriculum.

Support Pupils Equitably

- Identify and support pupils who may be at risk of exclusion or underachievement due to inequality.
- Work in partnership with parents/carers and external agencies to address barriers to learning.
- Create inclusive classroom environments where all students can participate and succeed.

Professional Conduct and Development

- Participate in training on equality, diversity, and inclusion.
- Reflect on personal biases and assumptions that may affect teaching or relationships.
- Model respectful and inclusive behaviour at all times.

Record and Respond to Incidents

- Report and record any discriminatory incidents or bullying according to the school's procedures.
- Support pupils affected by discrimination or exclusion, ensuring follow-up and communication with parents/carers.

Collaborative Practice

- Work collaboratively with colleagues to share good practice and develop inclusive approaches.
- Support the leadership team in implementing and monitoring the Equalities Policy.
- Engage in whole-school initiatives that promote equality and diversity.

Expectations and Responsibilities of Principal Teachers of Guidance

Principal Teachers of Guidance play a key pastoral role and are central to promoting equality, inclusion, and wellbeing in Kyle Academy. Their responsibilities are broader and more strategic than those of classroom teachers, as they often coordinate pastoral support and liaise with parents/carers and external agencies.

Lead on Equalities and Inclusion in Pastoral Care

- Champion equality and inclusion across the school's pastoral and support systems.
- Ensure Personal and Social Education (PSE) addresses issues of discrimination, respect, diversity, and rights.
- Promote positive relationships and a respectful school culture that challenges prejudice and supports diversity.

Early Identification and Targeted Support

- Identify pupils who may be experiencing disadvantage, discrimination, or inequality (e.g. based on race, disability, gender identity, or socio-economic status).
- Lead interventions or support plans, including STINT plans, in collaboration with Pupils Support and other staff.
- Use data (attendance, attainment, behaviour) to monitor equity gaps and address disparities.

Liaison with Pupils, Families and Agencies

- Act as a key point of contact for pupils facing discrimination or inequality.
- Communicate sensitively and confidentially with parents/carers to support inclusion and equality outcomes.
- Work closely with agencies such as Social Work, Educational Psychology, CAMHS, and equality-focused organisations.

Staff Support and Professional Learning

- Support the professional development of staff by contributing to equality and inclusion training.
- Share expertise with colleagues around supporting diverse learners (e.g. LGBTQ+ pupils, minority ethnic pupils, care-experienced young people).
- Model inclusive language, attitudes, and actions in daily practice.

Policy and Practice Leadership

- Contribute to the development, implementation, and evaluation of the school's Equalities Policy and Anti-Bullying Policy.
- Help lead the school's response to equality-related incidents (e.g. racist, sexist, homophobic bullying).
- Ensure consistent application of equalities procedures within the guidance team and wider school.

Monitoring, Recording, and Reporting

- Record and monitor equality-related incidents (e.g. racist, homophobic, ableist) in line with school and local authority guidance.
- Analyse data on incidents, exclusions, and participation to inform improvement planning.
- Report concerns or patterns to senior management and contribute to school self-evaluation (e.g. using HGIOS 4, QI 1.1, 1.3, 2.4, and 3.1).

Contribute to Whole-School Culture

- Lead or support school events, assemblies, or awareness campaigns (e.g. Black History month, LGBT+ History month, Dyslexia Awareness week, Young Carers).
- Encourage pupil voice and participation in equality and diversity issues (e.g., committees, pupil forums).
- Promote inclusive practices in transitions, options choices, and post-school planning.

Expectations and Responsibilities of Head Teacher and Senior Leaders

The Senior Leadership Team holds overarching responsibility for the successful implementation of this Equalities Policy by ensuring compliance with legislation, setting a clear vision for inclusion, and embedding equity and diversity into Kyle Academy's ethos, curriculum, and improvement planning.

Strategic Leadership and Vision

- Establish and promote a whole-school vision that embeds equality, diversity, and inclusion at the heart of school values and culture.
- Ensure equality is a core element of the School Improvement Plan, linking with national guidance and the local authority's equality priorities.
- Lead by example through visible, values-based leadership that challenges discrimination and upholds the rights of all.

Legal and Statutory Responsibilities

- Ensure the school complies with all relevant legislation, including the Equality Act 2010.
- Oversee the development, implementation, and regular review of the school's Equalities Policy, Anti-Bullying Policy, and related procedures.
- Monitor progress towards meeting regulations under equality law (e.g. data reporting, setting equality outcomes).

Inclusive Policy and Practice

- Ensure all school policies (curriculum, behaviour, uniform, etc.) are equality impact assessed and reflect inclusive values.
- Embed inclusive practices across the curriculum and school life – ensuring barriers are identified and addressed for all learners.
- Promote a culture where diversity is celebrated and all members of the school community feel safe, respected, and included.

Oversight of Monitoring and Data

- Lead the collection, analysis, and use of data to identify and address inequality (e.g. attainment gaps, exclusion rates, participation levels).
- Use this data to inform self-evaluation processes (e.g. using HGIOS 4, QIs 1.1, 1.3, 2.4, and 3.1).
- Ensure clear systems are in place for recording and responding to discriminatory incidents, and that these are consistently applied across the school.

Staff Professional Development and Capacity Building

- Provide or facilitate high-quality professional learning on equality, diversity, and inclusion for all staff (teaching and non-teaching).
- Ensure that all staff understand their responsibilities under equality legislation and policy.
- Encourage staff to reflect on their own biases, assumptions, and professional practice.

Supporting Pupils and Families

- Ensure that pupils and families from all backgrounds and identities are engaged, listened to, and respected in school processes.
- Promote pupil voice, particularly from underrepresented or marginalised groups (e.g. via equalities groups, forums, or surveys).
- Ensure that families understand the school's commitment to equality and how to raise concerns if needed.

Responding to Discrimination and Prejudice

- Take a lead role in responding to serious or repeated incidents of discrimination, prejudice-based bullying, or exclusion.
- Ensure consistent and fair implementation of school behaviour and discipline procedures that do not disproportionately affect any group.
- Support restorative and educational approaches to behaviour that promote understanding and inclusion.

Expectations and Responsibilities of Young People

Respect and Value Others

- Treat all pupils, staff, and visitors with respect, regardless of their race, gender, disability, sexual orientation, religion or belief, gender identity, or any other protected characteristic.
- Avoid using discriminatory, offensive, or prejudiced language or behaviour.

Challenge Discrimination and Inequality

- Speak up or report if they witness bullying, harassment, or discriminatory behaviour.
- Support peers who may be victims of discrimination or inequality.

Promote Inclusion and Diversity

- Participate in activities, lessons, and events that promote understanding of different cultures, identities, and backgrounds.
- Be open-minded and willing to learn about differences and the importance of fairness.

Follow School Rules and Policies

- Abide by the school's equalities, anti-bullying, wellbeing, positive behaviour and relationships, and phones and social media policies.
- Cooperate with staff and follow guidance in promoting a safe and inclusive school environment.

Self-Reflect and Learn

- Reflect on their own attitudes and behaviours and be willing to change or learn if they have unknowingly caused harm.
- Take part in equality-related discussions or education opportunities in DPS, PSE, assemblies, pupil voice inputs and whole school initiatives.

Support School Values

- Uphold the school's values, responsibility, ambition, achievement, diversity and respect, in day-to-day interactions.
- Help to create a welcoming school environment where everyone feels they belong.

By embracing these responsibilities, pupils at Kyle Academy contribute to creating an environment where everyone feels valued and respected. This collective effort supports the school's commitment to equality, and helps prepare students for active and responsible citizenship.

Expectations and Responsibilities of Parents and Carers

Parents and carers play a vital role in promoting equality and inclusion within our school community. We expect parents and carers to support the school's commitment to creating a safe, respectful, and welcoming environment for all students, regardless of their background, identity or ability. This includes promoting and exemplifying positive attitudes towards diversity, challenging discriminatory behaviour and working collaboratively with school staff to uphold the school values of responsibility, ambition, achievement, diversity and respect. By modelling respectful behaviour and supporting their child's learning and wellbeing, parents and carers help to ensure that the school remains an inclusive place where every young person can thrive and achieve their full potential.

Strategies to Prevent Inequality

Inclusive Curriculum Design

- A variety of challenging and appropriate themes are covered through our Daily Personal Support (DPS) curriculum to promote young people and staff to consider the importance and prevalence of equality not only in school, but locally, nationally and globally.
- Our curriculum reflects diverse cultures, perspectives, and histories.
- Learners experience lessons on equality, human rights, and respect for diversity.

Staff Training and Awareness

- Staff receive regular professional development on equality, unconscious bias, and inclusive teaching methods.
- Staff are equipped to recognize and challenge discriminatory behaviour effectively, following the policies and guidelines of the school and South Ayrshire Council.

Promoting Positive School Culture

- Student voice and leadership opportunities are available for all pupils.
- A respectful and supportive environment is fostered through policies and inclusive school values. Currently, Kyle Academy has the following policies and procedures in place to support inclusion and equality:
 - Anti-bullying
 - Child Protection and Safeguarding
 - Phones and Social Media
 - Positive Behaviour and Relationships
 - Wellbeing

Reasonable Adjustments and Support

- Pupil Support, Guidance and Year Heads work in partnership to identify and support students with additional support needs (e.g., disabilities, language barriers) through tailored arrangements, resources and accommodations.
- Physical accessibility is in place across the school campus, and lift passes and ramps are available to allow pupils full access to the school building.

Clear Reporting Systems

- Data regarding equalities, reports and complaints are logged through seemis.
- Pupils and parents/carers know who to report any issues or concerns to.
- Quick and appropriate action is taken on reports and complaints.
- Outcomes of reports and complaints are communicated transparently.

Parental and Community Engagement

- Parents/carers and members of the community are involved in promoting equality and understanding cultural diversity.
- Organize events and workshops that celebrate diversity and build community cohesion.

Monitoring and Reviewing Policies

- The school regularly collects and analyses data on student progress, attainment and circumstances to identify inequalities.
- Policies and practices are reviewed regularly to address any issues or unintended discrimination.

Responding to Discrimination

Kyle Academy has a responsibility to respond effectively to discrimination as part of this Equalities Policy. The school has accessible and confidential reporting procedures so that students, staff, and parents/carers can raise concerns without fear of retaliation. Once a report or complaint is lodged, the school will act promptly to investigate fairly and impartially, respecting confidentiality while involving all relevant parties to ensure a thorough understanding of the situation. When discrimination is confirmed, suitable measures will be applied, ranging from education and mediation to sanctions, depending on the nature and severity of the incident.

Responding to incidents forms part of a broader preventative strategy that includes staff training, student awareness programs, and promoting an inclusive school culture. Additionally, schools should monitor and record complaints to identify patterns and assess how well their policies are working, providing transparency and accountability through regular reporting. All responses will comply with the Equality Act 2010, and relevant local and government guidance to ensure statutory obligations are met and discrimination is eliminated.

Recording and Monitoring Strategies

All incidents relating to bullying and equalities must be reported to the designated member of the Guidance Team and/or the Senior Leadership Team (SLT) at the earliest opportunity.

A 'Record of Bullying Reports', maintained jointly by Guidance and SLT, is used to log all reported incidents of bullying behaviour. This record includes an 'Equalities Category' section, allowing Guidance and SLT to identify and highlight any protected characteristics targeted or affected during any given incident.

All data related to bullying and equalities – including reports, complaints, and significant incidents – are recorded on SEEMiS using 'Bullying and Equalities Recording'. This systematic approach ensures robust quality assurance, allowing the school to confirm that all relevant incidents are consistently and accurately logged and monitored.

Conclusion

At Kyle Academy, we are committed to fostering an inclusive, respectful, and supportive environment where every member of our school community is valued and empowered. Our Equalities Policy reflects our dedication to promoting fairness, eliminating discrimination, and ensuring that all learners – regardless of background, identity, or circumstance – have equal access to opportunities and are enabled to achieve their full potential.

We will continue to review and develop this policy in line with the Equality Act 2010 and Scottish Government guidance, ensuring that our practices remain effective, transparent, and responsive to the needs of our pupils, staff, and wider community. Through collaboration, education, and accountability, we aim to create a learning environment that celebrates diversity and strengthens equity across all areas of school life.

Help Organisations

1. BEMIS

Role: National umbrella body supporting ethnic minority communities in Scotland.

Support for Equalities: Promotes inclusion and participation through advocacy and engagement.

Website: www.bemis.org.uk/

2. Child Bereavement UK

Role: Supports children, young people (up to age 25), parents, and families when a child dies or when they are facing bereavement. Also trains professionals to provide effective bereavement support.

Support for Equalities: Commits to equity, diversity, and inclusion by challenging discrimination, promoting accessibility, and providing multilingual resources and inclusive services for all communities.

Website: www.childbereavementuk.org

3. Children in Scotland

Role: A national organisation working to improve the lives of children and young people.

Support for Equalities: Offers policy advice, training, and projects focused on inclusion, participation, and wellbeing.

Website: www.childreninscotland.org.uk

4. Close the Gap (Scotland)

Role: Close the Gap (Scotland) is a charity dedicated to addressing women's inequality in the workplace by influencing policy and supporting employers and employees.

Support for Equalities: The organisation collaborates with policymakers, employers, and trade unions to promote gender equality and close the gender pay gap in Scotland.

Website: www.closesthegap.org.uk

5. Coalition for Racial Equality and Rights (CRER)

Role: Focuses on race equality and tackling racial discrimination.

Support for Equalities: Provides educational resources, CPD training, and policy input on race equality in education.

Website: www.crer.scot

6. Dyslexia Scotland

Role: Works to create a dyslexia-friendly Scotland by supporting individuals with dyslexia—adults, students, parents, educators, and employers—with resources, networks, and training to reach their full potential and influence positive change.

Support for Equalities: Champion inclusion and social justice by empowering dyslexic individuals, influencing policy, enabling reasonable adjustments under the Equality Act, and building awareness and capacity across education and workplaces.

Website: www.dyslexiascotland.org.uk

7. Education Scotland

Role: National body supporting quality and improvement in learning and teaching.

Support for Equalities: Offers resources and inspections focusing on equality, diversity, and inclusion.

Website: www.education.gov.scot

8. ENABLE Scotland

Role: Supports people with learning disabilities and their families.

Support for Equalities: Resources for supporting learners with additional support needs, and also delivers #MyRightsMySay and All Means All programmes promoting inclusive education.

Website: www.enable.org.uk

9. Equality Advisory Support Service (EASS)

Role: Provides advice on discrimination and human rights issues across Britain.

Support for Equalities: Offers accessible guidance and support to individuals facing discrimination.

Website: www.equalityadvisoryservice.com/

10. Equality and Human Rights Commission Scotland

Role: The Equality and Human Rights Commission works to promote and protect equality and human rights in Scotland, advising the Scottish Government and Parliament on legislation's impact.

Support for Equalities: It takes legal action, conducts research, and provides information to tackle inequalities, disadvantage, and discrimination, ensuring public bodies comply with the Public Sector Equality Duty.

Website: www.equalityhumanrights.com/en/scotland

11. Holocaust Memorial Day Trust

Role: Raises awareness and promotes education about the Holocaust and genocides through national remembrance and resources.

Support for Equalities: Champions inclusion by commemorating all victim groups and promoting respect, tolerance, and anti-discrimination.

Website: <https://hmd.org.uk/>

12. LGBT Youth Scotland

Role: Supports LGBTQ+ young people and works with schools to improve inclusion.

Support for Equalities: Runs the LGBT Charter for Schools programme and provides training for staff and pupils.

Website: www.lgbtyouth.org.uk

13. My Rights, My Say

Role: This initiative empowers young people with additional support needs to participate in decisions about their education.

Support for Equalities: By providing advocacy and support, it ensures that the voices of young people with additional support needs are heard and considered in educational decisions.

Website: www.myrightsmysay.scot

14. National Autistic Society

Role: A UK charity supporting autistic people and their families through personal support, training, education, campaigning, and services. Its mission—captured in its “Vision to Reality” strategy (2023–2026)—is to support autistic individuals, influence better standards, and transform society to foster acceptance and respect.

Support for Equalities: Promotes the rights and inclusion of autistic people by campaigning for equitable access to education, employment, mental health services, and diagnosis; building public understanding; and fostering representation and acceptance.

Website: www.autism.org.uk

15. Respectme (Scotland's Anti-Bullying Service)

Role: National organisation for preventing and tackling bullying.

Support for Equalities: Offers training, policy guidance, and resources to address bullying based on prejudice or difference.

Website: www.respectme.org.uk

16. Scottish Human Rights Commission (SHRC)

Role: Independent body promoting and protecting human rights in Scotland.

Support for Equalities: Advances equality through education, policy reform, and public sector guidance.

Website: www.scottishhumanrights.com/information-advice/

17. Show Racism the Red Card Scotland

Role: Show Racism the Red Card Scotland is a charity that works to end men's violence against women by promoting gender equality and challenging attitudes that normalise violence and abuse.

Support for Equalities: It engages communities and institutions to prevent violence through education and awareness, fostering a culture of respect and equality.

Website: www.theredcard.org/Scotland

18. Time for Inclusive Education (TIE)

Role: The TIE Campaign is a Scottish charity advocating for LGBT+ inclusive education in schools.

Support for Equalities: It works to ensure that LGBT+ issues are integrated into the curriculum, promoting understanding and acceptance among students and staff

Website: www.tiecampaign.co.uk

19. Visibility Scotland

Role: Provides support to people of all ages living with vision impairment across Scotland to live independent, fulfilling lives—through services like assistive technology support, habilitation, emotional and practical assistance, and family and youth services.

Support for Equalities: Empowers visually impaired individuals, challenges discrimination and social stigma, promotes accessibility and equal opportunity, and ensures inclusive, person-centred service design.

Website: www.visibilityscotland.org.uk

20. Who Cares? Scotland

Role: Supports care-experienced people through advocacy and community work.

Support for Equalities: Champions the rights and voices of care-experienced individuals.

Website: www.whocaresscotland.org/

21. Zero Tolerance

Role: Zero Tolerance is a Scottish charity working to end men's violence against women by promoting gender equality and challenging attitudes that normalise violence and abuse.

Support for Equalities: It conducts campaigns and provides resources to educate and engage communities in preventing violence and supporting survivors.

Website: www.zerotolerance.org.uk

Policy Review

		Amendments
Date Policy Created	June 2025	
Date of next review	August 2025	Feedback from staff and Pupil Council
	October 2025	Feedback from Parent Council

Appendix 1 – What We Do

Kyle Academy is driven to provide information and opportunities to all pupils regarding equality, diversity and inclusion. Equalities is embedded in our curriculum, and the life and ethos of the school. For example:

- Pupil Council
- Young Carers Group
- LGBT+ Group – (*Currently Bronze Status*)
- Eco Group
- UNCRC Steering Group – (*Currently a Silver Rights Respecting School*)
- Dyslexia Awareness Week
- Autism Awareness Week
- Purple Friday
- Pride Month
- LGBT History
- Holocaust Memorial
- Black History
- Fairtrade
- Charities Committee
- Mentors in Violence Prevention (MVP)
- Working Relationship with STAR Centre
- Themes of the Month in the DPS Curriculum
- RME and PSE Curriculum
- Social Subjects Curriculum:
 - S1 – UNCRC/Rights Violations
 - S2 – Holocaust Education and Asylum Seekers/Refugees
- Equality Act Studied in N5 and Higher Business Management Courses
- Staff Training; for example, Child Protection, Restorative and The Promise and Mental Health Awareness
- European Day of Languages
- Language Week Scotland
- Celebration of British Sign Language (BSL)
- DIPA - Dyslexia Inclusive Practice Award Groups
- Nurture Classes
- Nurture Training
- Seasons for Grown
- Social Groups – Pupil Support
- Mentoring – Pupil Support
- LIAM – Let's Introduce Anxiety Management
- STINT Plans
- Partnerships with External Agencies
- Pupil Support Communication with Parents/Carers
- Transitions and Enhanced Transitions
- Differentiation
- MCMC pupils
- 1:1 and Small Group Support for National Qualifications
- South Ayrshire Youth Council
- YPI Charity Work
- Involvement with the Rotary: Debating and Performing Opportunities
- Children in Need Week