



Linlithgow Academy



Equality & Diversity Strategy



December 2025



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Introduction

“West Lothian Council is committed to tackling discrimination, advancing equality of opportunity and promoting good relations both in our workforce and community. Mainstreaming equality is the process by which we will work towards achieving this as an organisation. Our objective in mainstreaming equality is to integrate an equality and human rights perspective into the everyday work of the council, involving managers and policy makers across all council services, as well as equality specialists and community planning partners to ensure that ‘Equality, Diversity and Inclusion is at the heart of everything we do.’

(Foreword, WLC Equality and Diversity Framework 2021-2025).

Education is integral within this Framework with Outcomes as follows:

-  Pupils have a greater sense of belonging and safety in schools
-  Better mental health and wellbeing of pupils

<https://www.westlothian.gov.uk/media/49021/Equality-Mainstreaming-and-Equality-Outcomes-Framework-2021-2025/pdf/Equality-Mainstreaming-and-Equality-Outcomes-Framework-2021-2025.pdf?m=637575321553170000>

Our children and young people live in a diverse society and Linlithgow Academy’s Equality and Diversity Strategy is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect, with good mental health at the heart of this.

Linlithgow Academy recognises aims to celebrate difference within a culture of respect and fairness, and to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC). We also support

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities.

The UNCRC, article 2 (non-discrimination) states:

“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.”

We are committed to the Equality Act 2010 to protect our school community from discrimination. As well as protecting our school community from unfair treatment, we also aim to promote a fair and more equal society.

Section 149² of the Equality Act 2010 Act:

“Eliminating discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between persons who share a protected characteristic and those who do not.”

HMIE QI 3.1 Ensuring wellbeing, equality and inclusion:

*A clear focus on ensuring **wellbeing entitlements and protected characteristics** supports all learners to maximise their success and achievements.*










WLC Guidance on Promoting Positive Relationships In WL Education Establishments – Being Me (2025):

Inclusion and equality lead to improved outcomes for all learners and we want to ensure that all learners are celebrated for who they are, “Being Me”.

Children have told us that:

- *We want everyone to respect each other’s differences*
 - *Everyone should have equal opportunities*
 - *We want to celebrate and value diversity*

We are committed to meeting the statutory duties of the Equality Act 2010 and this strategy details our approach to promoting equality and diversity. We recognise the importance of discriminating against the nine protected characteristics:

-  Age
-  Disability
-  Gender reassignment
-  Marriage and civil partnership
-  Pregnancy and maternity
-  Race
-  Religion or belief
-  Sex
-  Sexual orientation

It is against the law to discriminate against someone because of a protected characteristic.

This strategy is intrinsically linked to our Anti-Bullying Strategy.

Equality & Diversity Strategy Aims

Linlithgow Academy is committed to the following:

- ✚ We include and respect everyone in our community
- ✚ We are aware of diversity and promote positive attitudes and behaviours
- ✚ We promote and understand equality and diversity through our curriculum
- ✚ We commit to, and support our community under the Equality Act 2010

Roles and responsibilities within our school community:

- ✚ Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation
- ✚ Support and participate in any measures introduced to promote equality and diversity
- ✚ Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- ✚ Actively challenge discrimination and disadvantage
- ✚ Report any issues associated with equality and diversity in accordance with this strategy –
Speak Up and Report

Our Equality & Diversity Pledge:

- ✚ EVERYONE is RESPECTED
- ✚ EVERYONE is SUPPORTED
- ✚ EVERYONE is CELEBRATED

Protected Characteristics

In the Equality Act 2010, nine characteristics were identified as 'protected characteristics'. These are the characteristics where evidence shows there is still significant discrimination in employment, provision of goods and services and access to services such as education and health.

(Dundee University 2022)

Protected Characteristic	Explanation	UNCRC Article
Age	A particular age group (for example, 18 year olds) or range of ages (for example 18 to 30 year olds).	2, 3, 4, 12, 13, 15, 16, 19, 25*, 27, 28, 29, 31, 39
Disability	A physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	2, 3, 4, 12, 13, 15, 16, 19, 23, 25*, 27, 28, 29, 31, 39
Gender reassignment	Proposing to reassign gender, is undergoing a process to reassign gender, or has completed this process.	2, 3, 4, 12, 13, 15, 16, 19, 25*, 27, 28, 29, 31, 39
Marriage and civil partnership	Legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex.	2, 3, 4, 12, 13, 15, 16, 19, 25*, 27, 28, 29, 31, 39
Pregnancy and maternity	Protection against maternity discrimination.	2, 3, 4, 12, 13, 15, 16, 18, 19, 25*, 27, 28, 29, 31, 39
Race	Race, colour, nationality (including citizenship) ethnic or national origins. This includes Gypsy Travellers.	2, 3, 4, 12, 13, 15, 16, 19, 25*, 27, 28, 29, 30, 31, 39
Religion or belief	Religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief.	2, 3, 4, 12, 13, 14, 15, 16, 19, 25*, 27, 28, 29, 30, 31, 39
Sex	Being a man or a woman.	2, 3, 4, 12, 13, 15, 16, 19, 25*, 27, 28, 29, 31, 39
Sexual Orientation	Heterosexual, gay, lesbian or bisexual, or perceived to have a particular sexual orientation, or connected to someone who has a particular sexual orientation.	2, 3, 4, 12, 13, 15, 16, 19, 25*, 27, 28, 29, 31, 39

*LAC Pupils only

Link to UNCRC Article Summary

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

Types of unlawful discrimination

Linlithgow Academy seek to ensure that no one within the school community is subject to any of the following:

Direct discrimination	Occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
Discrimination by association	Is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
Perception discrimination	Is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
Indirect Discrimination	Occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
Discrimination arising from disability	Occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
Harassment	Occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
Victimisation	Occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.
Hate Crime	A crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity.

We continue to promote an ethos of **“Speak Up and Report”** and where any of the above occurs, we strongly encourage our school community to challenge and report. In the first instance, this would be to the Pastoral Support Worker or Head of House. Pupils can do so in person or by completing a CARE and SHARE form using the QR code around the school (Appendices 1 & 2). For parents/carers, this can be by phone or online via the following link: <https://linlithgowacademy.westlothian.org.uk/article/34162/Contact-your-child-s-Support-Team> All reports will be recorded, investigated and reviewed in line with our Anti-Bullying action plan, further details within our Anti-Bullying Strategy.

A hate crime can take a number of forms that are potentially criminal and should be treated as such. Adults, children and young people can seek appropriate advice and guidance from Police Scotland if they feel a hate crime may have taken place.

Supporting Equality & Diversity

Considering all Protected Characteristics and the UNCRC, Linlithgow Academy will work to:

- ✚ Eliminate unlawful discrimination, harassment and victimisation for all
- ✚ Promote and maintain equality of opportunity for all
- ✚ Promote and maintain good relations between persons who share a relevant protected characteristic, and persons who do not share it
- ✚ Promote awareness and acceptance of the diverse community we are part of

Our approach to equality and diversity is based on the following key principles:

- ✚ All learners are of equal value irrespective of disability, race, gender and gender identity, religious or belief, or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.
- ✚ We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender and gender identity, religion, belief or faith and sexual orientation.
- ✚ We actively promote positive attitudes and mutual respect between groups and communities different from each other to further build relationships.
- ✚ We want all members of our school community to feel a sense of inclusion and belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- ✚ We have the highest expectations of all our pupils. We expect that all pupils can make good progress and achieve/attain to their highest potential.
- ✚ We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- ✚ We tackle negative prejudice and stereotyping. We challenge and report all incidents of prejudice based bullying, for example racist, homophobic or bullying of people because of a disability. We will also challenge gender-based and other stereotypes.
- ✚ We make reasonable adjustments for pupils requiring additional support (Education (Additional Support for Learning) (Scotland) Act 2004, as amended by the Education (Additional Support for Learning) (Scotland) Act 2009¹ and Accessibility strategies (The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002).

Promotion of Equality & Diversity

Throughout the school year we endeavour to undertake a range of activities which contribute to our Equality & Diversity strategy:

- ✚ Our Equality & Diversity pledge has a central focus in all areas of the school and this is displayed prominently for all to see in classrooms, alongside our Anti-Bullying pledge.
- ✚ Pupils are represented across the school as part of the Equality & Diversity group formed by various committees supporting the nine protected characteristics within the school Pupil Parliament. This group were instrumental in drafting the current strategy and pledge and discuss issues regarding/promoting equality and diversity across the year.
- ✚ Our CARE & SHARE QR code (Appendix 1) is prominently placed around the school for pupils to self-report wellbeing, pastoral or bullying concerns, promoting our school “Speak up and Report” approach.
- ✚ Termly Health and Wellbeing Check-ins which gather pupil views related to GIRFEC SHANARRI indicators
- ✚ Senior pupils are trained annually as Mentors in Violence Prevention (MVP) and deliver sessions in PSE to empower pupils to safely speak out against all forms of violence. They discourage the bystander effect and promote our “Speak up and Report” approach.
- ✚ MVP and Wellbeing Champs run lunchtime drop-ins for pupils to discuss concerns about their wellbeing, pastoral or bullying concerns.
- ✚ Senior pupils are encouraged to actively contribute to our supportive ethos by being buddies to S1 pupils, Prefects and Coaching for Improvement Mentors. These positions of responsibility strengthen relationship building and provide opportunities for mediation.
- ✚ The PSE curriculum offers learners opportunities to explore equality and diversity as part of the Citizenship and Relationships, Sexual Health and Parenthood (RSHP) blocks.
- ✚ Annually, we participate in awareness raising events which are then explored further in PSE and whole-school activities across the identified month/week.
- ✚ Positive shout outs are on our screens within the social areas of the school at key times in the year. This enhances our equality and diversity culture by promoting kind messages across the school. Pupils and staff can contribute through a QR code.
- ✚ Inset training to ensure all staff are aware of their role and responsibilities in supporting equality and diversity.

In addition, we will consistently strive to:

- ✚ Encourage inclusion and value diversity
- ✚ Challenge inappropriate behaviour
- ✚ Promote positive behaviour through our Behaviour Blueprint
- ✚ Deal with all forms of bullying (through Anti-Bullying Strategy)
- ✚ Deal with all forms of discrimination
- ✚ Support to improve pupils’ self-esteem and resilience
- ✚ Ensure that pupils have the opportunity to raise and discuss any matters which are troubling them by ensuring all young people have access to a trusted adult
- ✚ Raise awareness/profile of support staff
- ✚ Encourage pupils to resolve personal animosities and tensions through conflict resolution, mediation, and restorative practice
- ✚ Create safe spaces within the school environment
- ✚ Trauma informed practice is developed within our school based on the Five Guiding Principles of; safety, choice, collaboration, trustworthiness and empowerment.

Leadership Roles and Responsibilities

The Head Teacher/Depute Head Teacher (Support) will ensure that:

- ✚ The strategy is fully implemented and promoted, and all staff are aware of their responsibilities and are given appropriate training and support
- ✚ Appropriate action is taken in any cases of unlawful discrimination
- ✚ All prejudice-based bullying incidents are recorded with appropriate action taken in line with our Anti-Bullying Strategy.
- ✚ Take a lead role in the school's self-evaluation procedures and staff development for equality, diversity and inclusion

The Equality and Diversity Co-ordinator will:

- ✚ Develop and maintain up to date knowledge of equality law and best practice
- ✚ Co-ordinate the implementation of the equality and diversity strategy
- ✚ Take a lead role in communicating the strategy to other staff and monitoring outcomes
- ✚ Take a lead role in addressing prejudice-based bullying incidents

The Pupil Support Manager will:

- ✚ Record all bullying incidents in line with West Lothian Council Policy
- ✚ Monitor and share annual records/patterns to inform next steps in school strategy

All Staff will:

- ✚ Maintain the highest expectations of achievement for all pupils
- ✚ Promote an ethos in the classroom that values equality, inclusion and diversity
- ✚ Challenge prejudice and discriminatory behaviour, considering the nine protected characteristics
- ✚ Deal fairly and professionally with any prejudice-based bullying incidents reporting on the appropriate **CARE** (Concerns About Relationships and Education) Microsoft form. Staff detail incidents as follows:
 - Details of person/s experiencing
 - Details of person/s demonstrating
 - Nature of incident
 - Perceived reasons for incident (includes nine protected characteristics)
 - Further details about the incident (including any actions taken)
 - Pupil Support Staff will follow up in line with our Anti-Bullying Strategy procedures
- ✚ Plan lessons that reflect the school commitments to equality and diversity
- ✚ Keep up to date with the law on equality and any changes to policy

The Parent/Carer Council will:

- ✚ Promote the strategy to all parents/carers and the wider community

Parents/Carers will:

- ✚ Support the school ethos that values equality, inclusion and diversity
- ✚ Encourage their young person to Speak Up and Report as necessary

Pupils will:

- ✚ Promote an ethos that values equality, inclusion and diversity through our pledge
- ✚ Challenge prejudice and discriminatory behaviour – Speak Up and Report
- ✚ Report any concerns about themselves or others through our CARE & SHARE QR code (Appendix 1)

Our Equality & Diversity Pledge

All of our young people and staff have the right to:

- ✚ Be themselves
- ✚ Be kept from harm
- ✚ Be heard
- ✚ Be healthy
- ✚ Form relationships
- ✚ Privacy
- ✚ Education
- ✚ Be cared for

With this in mind our school community have agreed to the following pledge:

TOGETHER WE THRIVE – EQUALITY & DIVERSITY PLEDGE

OUR AIMS

- Include and respect everyone in our community
- Be aware of diversity and promote positive attitudes and behaviours
- Promote equality and diversity through our curriculum
- Commit to, and support the Equality Act 2010

EVERYONE is RESPECTED
EVERYONE is SUPPORTED
EVERYONE is CELEBRATED

OUR PLEDGE

PROTECTED CHARACTERISTICS



KINDNESS

CURIOSITY

PERSEVERANCE

FAIRNESS

Dealing With Prejudiced-Based Incidents

In line with our Anti-bullying Strategy, Linlithgow Academy will deal with and record all incidents of prejudice-based bullying.

Further sources of help and advice

Further help and advice for parents and students can be found through the following organisations:

<http://www.respectme.org.uk/>

<http://www.anti-bullyingalliance.org.uk/>

<http://www.bullying.co.uk/>

<https://www.nationalbullyinghelpline.co.uk/>

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

<http://www.thinkuknow.co.uk/>

<http://www.lgbtyouth.org.uk/>

<http://www.childline.org.uk/>

<https://www.youngminds.org.uk/young-person/coping-with-life/bullying/>

<http://www.cyberbullying.org/>

<http://www.kidscape.org.uk/>

<https://www.childrenfirst.org.uk/get-support/support-line/>

<http://www.parentlineplus.org.uk/>

<https://www.samaritans.org/>

Concerns/Complaints Procedure

If pupils or parents have complaints regarding the service they are receiving, these can be addressed by contacting the Head Teacher in the first instance. Should they remain dissatisfied, the Head Teacher will advise them of the next steps available to them. Or they can contact:

Customer Care,
Education Services West Lothian
Civic Centre
Howden South Road
Livingston
EH54 6FF
Email: customer.service@westlothian.gov.uk
Telephone: 01506 775000

Appendix 1 – Linlithgow Academy CARE & SHARE Form (Completed by pupils who wish to report any health and wellbeing, pastoral or bullying concern about themselves or others). These are large poster boards around in various areas around the school building.



**WE ARE KIND
WE SPEAK UP
WE REACH OUT**


Your wellbeing is important to us.

Scan the QR code below to report any health and wellbeing, pastoral or bullying concerns about yourself or others.



Together We Thrive


Appendix 2 – Linlithgow Academy CARE & SHARE Form (Completed by pupils who wish to report any health and wellbeing, pastoral or bullying concern about themselves or others).



Linlithgow Academy

TOGETHER WE THRIVE

Linlithgow Academy




C.A.R.E & Share Form


WE ARE KIND - WE SPEAK UP - WE REACH OUT

Your wellbeing is important to us. This form is a safe space where you can report any health and wellbeing, pastoral or bullying concerns about yourself **or** others. All information shared here will be treated with respect. A member of Pupil Support will make contact with you as soon as possible.

* Required

1. What is your name and class? * 


Enter your answer

2. What House are you in? * 

☐ Bell

☐ Kelvin


☐ Watt

3. What is your concern about? * 

☐ Pastoral/Health & Wellbeing


☐ Bullying

☐ Other


4. Is the concern about you or another young person? * 

☐ Myself

☐ Someone else

5. What is the name of the young person you are concerned about? * 


Enter your answer

6. What House is the person you are concerned about in? * 

☐ Bell

☐ Kelvin

☐ Watt

7. Please give brief details about your concern. * 

Enter your answer

Submit