

# Equity Statement for Livingston Village Primary School

*In line with the Equality Act (2010) and the vision of the National Improvement Framework at Livingston Village Primary School we put the 54 articles of the United Nations of the Conventions of the Rights of a Child at the centre of our Curriculum these cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children are entitled to whatever their ethnicity, gender, religion, language, abilities, or any other status. It also explains how adults must work together to make sure all children can enjoy their rights. The articles we focus on in school for Equity Are Article 2 – non-discrimination, Article 3 – best interests of the child, Article 5 – parental guidance, Article 12 – respect for the views of the child, Article 13 – freedom of expression, Article 28 – right to education, Article 29 – goals of education.*

*This session we will be using the CIRCLE Framework as a way of organising and supporting input using a staged system of support, beginning with setting up an inclusive classroom. This will help to strengthen our whole school approach to improving inclusive practice*

*We will also be involved in a cluster thematic review to allow us to evaluate our strengths through an equity lens and develop our next steps.*

Literacy	Maths & Numeracy	Health and Well -Being	Across Learning
<p>In our ELC and early primary classes staff are trained in early vocabulary training and sign-along training. This supports all children and is used to specifically support children who are pre-verbal.</p> <p>Interventions are used across the school for example early writing skills, IDL Fresh Start, Clicker. These interventions are tracked regularly to ensure impact.</p> <p>Every class have a library, and the school library allows all children access to a wide variety of reading materials. We have book bags and Big Bedtime Read for all in Early years and P1.</p> <p>We are auditing and expanding our resources to include books and novels which support our inclusion, wellbeing, and equalities education.</p>	<p>To improve teaching and learning with a specific focus on- numeracy we have had staff trained in specific interventions math recovery, red book training and early numeracy. Small groups and individuals will be supported with targeted interventions in early numeracy skills. These interventions are tracked regularly. Concrete materials are used in all classrooms and are always available to children.</p> <p>Building, Thinking Classrooms approach is being developed throughout the school to support all learners through visibly random groups reducing bias. Thinking tasks that have high ceiling and encourages multiple perspectives and solutions.</p>	<p>Positive relationships are a key feature of our school, we maintain a calm, consistent environment which supports self -regulation. We are an inclusive school and have many supports in place to allow for the diverse range of needs. We have a no bells policy to reduce noise stress. All children have a trusted adult for support. All staff understand the effects of trauma. We have colour Zones to help regulation and all children use well- being check ins. We have a comprehensive health and well – being curriculum and offer additional well-being and nurturing opportunities for those who need it. We work in partnership with other agencies including Place 2 Be and Roots. We are working with stakeholders to develop an information sway on our behaviour and inclusive relationships policy.</p>	<p>In all curricular areas we have high expectations for all our learners and ensure that the diverse range of needs of our learners are met. We aim to provide personal opportunities for all our learners through involving pupil voice in driving our curriculum and providing leadership opportunities across the school. Leadership roles are open to all pupils and supports are provided for those who need it. We regularly track wider achievements and offer clubs including pupil run clubs to allow all children living opportunities for personal achievement.</p>

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Action Statement	Family Engagement	Participatory Budgeting	Clothes Bank
<p>Our cost of the school day Action Statement ensures that all our learners have the same opportunities to succeed. Parents have had the opportunity to contribute their views through the parent council and ethos survey. We ensure that school supplies are readily available in all classrooms, including digital technology so that all children can access resources to enhance their learning. There are no expectations for families to provide equipment for school. Breakfasts, snacks and lunches can be made available for any child who needs it.</p>	<p>We value family support and engagement and across the year strive to include opportunities that all families can contribute to the school curriculum and events by using online tools and in school questionnaires to gather parent voice. We have many opportunities for families to support or volunteer at events or to support school activities and trips. Our Primary One Market Place allows all new parents to hear from our pupil leadership groups about how they support new pupils; to ask questions about Literacy and Numeracy and get support packs for home. Our pupil led curriculum evenings and cafes allow all our children to share their learning with parents and for parents to visit classrooms. These are always very well attended.</p>	<p>Our pupil leadership Rights Respecting Schools Group planned to support the clothing bank by buying in sizes we did not have, and money was put aside to support families for school camps and trips.</p> <p>This session the pupil group asked if they could have worry boxes in school, a free tuck box for anyone who does not have snack and that they continue with supporting the clothing/school bank if sizes and equipment is needed.</p>	<p>Supported by parent volunteers and pupils we have a clothing bank that is always available and is highlighted at all school events. This is subsidised by PEF Participatory fund.</p>