

Earlston High School

PE Department Inclusion Policy

At Earlston High School we strive to create a safe and inclusive sporting atmosphere, extending across all areas of Physical Education, Physical Activity, and Sport. All PE staff are keen to fully promote all areas of inclusion, derived from discussions with our Diversity Committee, having undertaken the LGBT Youth Scotland Charter and our desire to create an inclusive safe environment for all of those who are impacted by the protected characteristics outlined in the Equality Act 2010, age, race, disability, religion and belief, gender reassignment, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. In addition, our school also provides support for pupils who experience poverty, young carers, non-binary pupils, care-experienced pupils and those who have English as an additional language, when developing and implementing a policy.

When reviewing our PE and Social Dance practice to ensure that it is inclusive and doesn't needlessly separate pupils in relation to their gender, or any other protected characteristic outlined in the Equality Act 2010, as a department we have agreed the following will be featured in our lessons:

- greet pupils all together in the hall before starting the lesson
- bring pupils back in after dances (if needed), as one big group, before starting a new dance or finishing the lesson
- staff constantly emphasise the importance of working together with, and showing respect to all pupils and staff, and doing your best (the same as with every activity on the curriculum)
- staff use non-gender specific nouns (folks, team) and the phrases "inside circle" and "outside circle" rather than "boys" and "girls" and this has worked well
- pupils are asked to "find a partner" as this does not infer they should/can only dance with immediate peers
- blocks, and most lessons, are started with a set dance and the balance of set dances and partner dances is very even
- staff, where necessary, have reorganised groups/pairings if effort/attitude/behaviour etc are not appropriate.

These small changes have obvious benefits for our LGBTQI pupils, but also promote inclusion among our many pupils who fall under the protected characteristics outlined in the Equality Act 2010 and staff are aware of how these small changes can go a long way to promote inclusion for all.

Emma Pate
Principal Teacher or Health and Wellbeing