

TURRIFF ACADEMY
EQUALITY AND FAIRNESS POLICY

AIM

To provide a clear statement on:

- how equality of opportunity is central to Turriff Academy's inclusive ethos; and
- how we promote and ensure equality and fairness.

RATIONALE

A school which recognises, welcomes, values and supports a diversity of abilities, interests, talents, backgrounds and needs is an inclusive community. An inclusive school has high expectations for all its pupils and individual achievements are valued. Within Scottish education there is a strong commitment to inclusion along with raising standards.

The creation of an equal opportunities ethos involves the development and maintenance of a climate in which everyone is treated with equal respect and is encouraged to fulfil their maximum potential in the knowledge that their contribution is valued. The promotion of equal opportunities is central to decision making at all levels and influences the behaviour of everyone, including those who are not directly involved in the teaching and learning process.

The school has a commitment and statutory duty through the Equality Act (2010) to challenge discrimination based on the grounds of the protected characteristics, namely: age, disability, gender reassignment, marriage and civil partnership, pregnancy and childbirth, race, religion and belief, sex and sexual orientation*. We recognise people may have intersecting identities within these groups and that discrimination and prejudice exist against a range of peoples and groups; Turriff Academy is committed to challenging all types of discrimination and prejudice (more information can be found in appendix 1). We also recognise our duties to promote equality of opportunity and foster good relations between different groups and communities.

**in schools, 'age' and 'marriage and civil partnership' only apply to adults, not children and young people.*

AUDIENCE

This policy will be issued to all members of staff and will be available to parents/carers and pupils.

PRINCIPLES

The aims of the school reflect our inclusive culture:

'At Turriff Academy we are committed to providing a secure, pleasant, caring and stimulating environment where all pupils are encouraged to achieve their full potential in a climate of mutual respect; where teaching and resources are of the highest quality; and where each individual develops the confidence, the ability and a range of skills to equip them for making a positive contribution to society.

The values that underpin this commitment are traditional to the Turriff community as history can testify: equality, fairness, hard work, respect, honesty and ambition. '

Turriff Academy ensures equality and fairness by providing a high quality educational experience for all pupils regardless of any personal characteristic they have, or group they are associated with. In all aspects of school life we strive to:

- create an ethos of achievement
- create a climate of high expectation
- value a broad range of talents, abilities and achievements
- promote success and self-esteem
- remove barriers to learning
- combat discrimination
- promote understanding and appreciation of diversity

and endeavour to

- build an inclusive environment where every child can fulfil their potential
- help pupils appreciate the benefits of diversity
- prepare all pupils for life in a multi-cultural society

Equality of Opportunity is promoted in all school policies, which are regularly reviewed. Policies which are closely related to this policy are: Turriff Academy's Aims; Curriculum Policy; Support for Pupils Policy; Learning and Teaching Policy; Equality Act 2010; Anti-bullying Policy

PRACTICE

Turriff Academy aims to be an Equal Opportunity School. This means that:

- staff help pupils to acquire knowledge and develop skills and attitudes that lead to an understanding of and respect for diversity
- staff and pupils use all appropriate opportunities to challenge prejudice, however and wherever it occurs
- everyone strives to create a climate in which each individual can contribute to the school community and achieve a sense of individual and social value

All staff welcome and celebrate diversity and are committed to ensuring equality and fairness in all aspects of the school day. There are, however, areas of school life which are specific to this aim, either in promoting equality and fairness or in ensuring it.

1 *Personal and Social Education*

All pupils take part in a programme of study in which each year group is taught two periods of Personal and Social Development each week. The programme is designed to allow pupils to examine, clarify and consider their own attitudes and values. The activities within the programme and the experiences of them are deliberately designed to allow pupils to hone strategies to enable them to question and develop their value judgements.

2 *Religious, Moral and Philosophical Studies*

RMPS helps pupils to question prejudice and develop open-mindedness, encouraging understanding and respect. It aims to assist pupils to recognise religion as an important expression of human experience and to appreciate moral values such as honesty, liberty, justice, fairness and concern for others. The goal is to develop concern for the well being of others and to give this concern some practical expression.

SQA Intermediate and Higher Religious Moral and Philosophical Studies and Higher Philosophy are also offered by the department.

3 *Learning and Teaching*

While part of the dedicated curriculum in Personal and Social Education and Religious, Moral and Philosophical Studies focuses on Equal Opportunities issues, other subjects provide contexts for various perspectives on it. In social subjects, Equal Opportunities, prejudice and discrimination are dealt with naturally in the course of the curriculum. For example, in History this involves an understanding of other cultures both in time and in place and specifically deals with the evolution of social legislation and developments towards democracy.

In English and aesthetic subjects, issues of equal opportunities, prejudice and discrimination may be dealt with as part of courses. In subjects with a traditional gender bias (for example, Home Economics and Technology) all aspects of courses are made relevant to all young people.

4 *Support for Pupils*

Turriff Academy's Support for Pupils Policy states that:

'The main purpose of schools is to help children and young people learn. A school's goal is to help each individual reach their full potential. Any young person who faces barriers to learning requires additional support. Support may be required to overcome educational barriers that may be cognitive, social, emotional, physical, linguistic, or related to the family or care situation.'

For more details of how this is put into practice, please refer to the Support for Pupils Policy Document.

In addition, where a pupil's first language is not English, account is taken of the pupil's linguistic, religious and cultural background. Special provision is made through the English as an Additional Language Service so that they can access the curriculum and thus achieve their potential. There may also be implications for attendance at religious assemblies, some aspects of course choice, involvement in PE, food choice and other religious observances. Through parental liaison, good Guidance and departmental support, such issues can be resolved.

5 *Course Choice*

Course choice advice and decisions are the focus for open discussion between teaching staff, Guidance staff, pupils and parents. Pupils are encouraged to match their individual interests and aptitudes to current opportunities. Investigation and monitoring of statistical results from course choice are done by year staff, as appropriate.

6 *Careers and Work Experience*

The Careers Education programme recognises and tackles issues about stereotyping and discrimination in the workplace. In liaison with the Careers Service and those responsible for entry into careers and education, Guidance staff give advice and support to pupils and parents/carers.

Individual pupils for whom work experience is essential to their future career path are given the chance to participate in the Work Experience Programme, co-ordinated and run by a group of staff.

7 *Attainment*

Attainment across all curricular areas is monitored. Information is analysed and used to discuss issues in departmental and management contexts. The school tackles underachievement and measures improvements across groups, while celebrating the achievements of all students.

Analysis of attainment results and other census information is used to plan effectively for further curricular work.

8 Welcoming Environment

Teaching and non-teaching staff provide a welcoming environment for visitors (pupils, parents, staff and others) and for prospective or new members of the school community. Around the school generally, pupils are encouraged to act in a polite and considerate way to their peers and to adults.

9 Administrative Arrangements

In the transition from Primary school to Secondary, pupils are allocated to tutor groups in a balanced way, taking account of gender identity, ability, friendship groupings and other issues.

10 Senior Pupil Responsibility

Senior pupils provide special leadership and support to other pupils. They undertake regular duties, including S1 induction and liaison.

11 Positive Behaviour

We provide a positive atmosphere in which pupils act responsibly and work purposefully. Our agreed code of conduct provides guidelines and structure for pupil behaviour. The discipline system highlights good communication between teachers and with parents. At all times we act fairly and with consideration, taking account of individual circumstances as well as encouraging high standards of courtesy and behaviour.

12 Prejudiced-based Bullying and Harassment

The school has a clear approach to all aspects of bullying as identified in our Anti-Bullying Policy. Pupils are given support when incidents arise. All staff are aware of the importance of this issue and are encouraged to deal openly with it, as required.

Prejudice-based bullying and comments are not tolerated, condoned or ignored. The school involves the parents when pupils demonstrate prejudiced behaviour or attitudes. At all times, staff follow Aberdeenshire Council Guidelines on prejudice and prejudice-based bullying.

Security and safety in the school buildings and grounds are recognised as significant features in reducing bullying.

More information can be found in Turriff Academy's Anti-Bullying Policy.

13 Partnership and Communication

An important aspect of equal opportunities and fairness is clear communication with parents, the community and local enterprise. School publications, the School News section of the local newspaper and letters to parents are valuable means of keeping people informed.

The school encourages all parents to be involved with the life of the school, as Parent Council members or through extra-curricular activities. Parents are kept informed of their children's progress using written and verbal reports, parents' evenings and specially arranged meetings. Interpretation and translation services are used as required.

Signs and other information around the school take account of needs of visitors. Language and communication diversity, additional needs and other requirements are responded to and every opportunity is taken to develop good rapport with our visitors.

IMPLEMENTATION, MONITORING and REVIEW

This is an update of an existing policy which was produced with the involvement of all staff. It will be monitored and reviewed as part of formal self evaluation procedures. Staff, pupils and parents will be encouraged to comment on the policy's effectiveness.

POLICY LEADER

The Rector will have overall responsibility for this policy.

DATE

The most recent update of this policy was completed in May 2018.