

United Nations Convention on the Rights of the Child  
Article 14: Every child has the right to think and believe what they want and also practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children guidance about this right.



**Clydebank High School**  
**POLICIES & PROCEDURES**  
**PP3.4 : Policy On Equality & Fairness**



WDC Policies & Procedures:	Equality Scheme 2009 – 2012
National Priorities:	NP3/NP4
How Good Is Our School?	5.6 : Equality & Fairness
SMT Responsible:	John Hand (DHT)
Policy Implemented:	August 2010
Policy Due For Review:	Session 2014



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## **Equality and Fairness**

*‘Educational Services in West Dunbartonshire endeavour to ensure that all learners have the opportunity to develop as successful learners, confident individuals, effective contributors and responsible citizens regardless of race or ethnicity, religion or belief, gender, sexual orientation, disability or socio economic status.’* West Dunbartonshire Equality Scheme 2009 - 2012

**Clydebank High School aims to promote equality and fairness for all staff, pupils and guests by creating an ‘ethos of equality and fairness’ within the school environment.**

The pursuit of equality and fairness may be seen as the identification and removal of barriers which may prevent individuals from achieving their potential and the implementation of a policy which should permeate all aspects of the curriculum and areas of work throughout the school.

It is understood that the treating of everyone in the same manner does not always achieve equality of opportunity for all and that it may in fact lead to the ignoring of differences between people and the barriers they experience. Therefore, it should be recognised that everyone is an individual with his/her own particular needs which require to be met.

It is, therefore, necessary to develop an equal opportunities ethos within the school which involves a climate in which each individual is accepted for who he/she is and given equal respect and the knowledge that his/her contribution is valued.

Equal opportunities in Clydebank High School must influence the behaviour of everyone involved in the day to day life of the school, whether directly involved in classroom teaching or not, as it is often through the informal curriculum that our young people see, hear and pick up on the values, beliefs and attitudes which we adopt.

**In Clydebank High School our core values of ‘Compassion’ - respect, tolerance, peace; ‘Justice’ - honesty, commitment; ‘Wisdom’ – responsibility, ambition; ‘Integrity’ – equality, inclusion, opportunity should underpin the delivery of the curriculum across all ages and stages and lead to the climate and ethos required to achieve ‘equality and fairness’ for all.**

The adoption of the principles of *Getting It Right For Every Child* and *The Curriculum for Excellence* initiatives inherently improve the equality and fairness for all within Clydebank High School by providing the necessary framework for young people to access the curriculum and the supports required to enable them to thrive and prosper. In addition the full implementation of *Assessment is for Learning*, *Active* and *Cooperative Learning* ensure the full engagement of our young people in the classroom.

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Clydebank High School is further promoting and ensuring inclusion, equality and fairness by becoming involved in *The Rights Respecting School Award* based on the *United Nations Convention on the Rights of the Child*.

Clydebank High School recognises that some barriers will still exist before all learners have the opportunity to develop as successful learners, confident individuals, effective contributors and responsible citizens regardless of race or ethnicity, religion or belief, gender, sexual orientation, disability or socio economic status and take steps to identify and act to lessen these.

Barriers to equal access to the curriculum may include

1. Lack of parental support and involvement
2. Unfavourable studying conditions at home
3. Cultural and peer pressure to adhere to certain accepted norms
4. Limited career aspirations

Equality and fairness for all can be achieved by countering these barriers

- 1 Lack of parental support
  - Encouraging all parents to participate in the life of the school by widening access for them via e-mail and web based links relating to school information and allowing on-line opportunities to complete questionnaires regarding the services provided
  - Parents information evenings are held on different evenings and at different times to allow wider access
  - Reporting on pupil progress has been simplified and is completed twice each year to ensure parents are more aware of progress being made
  - Pupils work is celebrated by the use of praise postcards sent by curriculum areas and pastoral staff
  - The use of regular Parents' Newsletters to inform all parents of school events, achievements and attainments in addition to general education matters
  - Pastoral Care staff are in regular contact with parents on both positive and negative matters by phone, e-mail and in person
  - Small focus groups and the involvement of the School Board encourage parental involvement
- 2 Unfavourable studying conditions at home
  - Pupils are encouraged to participate in supported study to counteract the adverse effects of social deprivation
  - Supported study is enhanced in Clydebank High School being offered at lunch time, after school and, in the lead up to external exams, during the normal school day
  - The school library is available each day at 3.30 for homework and study
  - An Easter Revision School is held during the holiday allowing for intensive exam preparation
- 3 Cultural and peer pressure to adhere to certain accepted norms
  - All pupils wear school uniform

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- PSHE programmes are designed to raise pupil awareness of the benefits of positive relationships and the principles of equality and fairness for all
  - The Prevention of Bullying Policy underpins the Clydebank High School ethos of a positive environment for all based on respect, tolerance and peace
  - Clydebank High School employs a number of strategies to implement this ... a Buddy system, group work and Pupil & Family Support
  - Clydebank High School's use of SOS and Restorative Practice promotes thinking and a change in behaviour towards a more positive attitude encompassing equality and fairness for all
  - Young People in Clydebank High School are supported as appropriate by the Support for Learning department and the implementation of the *Additional Support for Learning Act*
  - Where there is a need Clydebank High School has recognised and provides supportive counseling support both through its own pastoral staff and external partners
  - Materials used in Clydebank High School reflect the multicultural nature of society today and aim to develop and foster attitudes and practices which allow everyone to develop and grow to his/her potential
- 4 Limited career aspirations
- Early identification of vulnerable young people through liaison with primary schools before pupils arrive, continual monitoring of pupil achievement
  - A transition programme for those young people identified as needing more intensive assistance to enable them to engage fully and become assimilated into the much larger environment of Clydebank High School
  - Use of individual target setting, both academic and social, to encourage all young people to reach their potential
  - Use of the merit system leading to whole school recognition and praise where success has been achieved
  - Careers input through PSHE with the support of the careers officer
  - Individual help and support at times of transition and subject choices by Pastoral Care building on individual strengths and aspirations
  - Enhanced input for the most disaffected through More Choices More Chances, Tulloch Trust ...
  - Involvement in the West Forum programme for UCAS entrants
  - Increased use of ASDAN to promote success of an identified group and to encourage the full participation and potential of these young people
  - Increased use of vocational and skills for work based courses
  - Participation by all pupils in 16+ Employability Skills Programme
  - Employment of a range of motivational measures to increase confidence and ambition ... learning conferences, residential study experiences, guest speakers from colleges and universities, encouragement to attend University Open days, Duke of Edinburgh Award