

# Equalities

Bi-Monthly Magazine



JANUARY 2022

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## Our Team

### Editorial Team

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# 1 | Welcome

## Equalities Forum



The purpose of the Equality Forum is to help every person in Culloden Academy feel **included and safe**.

The Equality's Forum was set up in 2021 by senior pupils Duncan MacDonald and Craig MacLennan and is now being run by them, with the support of Lisa Daley and Fiona Mackintosh. The Forum which meets weekly is attended often by between 30 – 40 pupils across all year groups. The Forum also has the support of many teachers in the school including

Mr Sawyer, Ms Cavellini & Mrs Skinner who have been a huge help to the Forum with the organising and running of it. The Equality's Forum aims to promote equality of all kinds including equality in race, sexuality, gender, age, religion or beliefs, disabilities, mental health, etc. we aim to provide a platform in which pupils and teachers can feel safe to discuss any inequalities they have faced regarding the previously mentioned issues.

The Equality Forum also wants to provide information and support for people who might be struggling or for others who want to learn more about specific socio-political issues. **The purpose of this magazine is to promote current socio-political issues and to provide accessible information to everyone regarding these issues.**

This magazine will include articles written by pupils in the school and information about where to find support for anyone struggling with personal issues. Along with including definitions, information and facts about issues such as gender and sexuality etc. When there are international & national events happening such as Black History Month the magazine will also try to include information about such events and direct pupils and staff to appropriate resources.

If anyone wishes to contact the Equality Forum to find out more information about it or would just like to ask a question regarding any socio-political issue any of the seniors are available to contact any time at:

**[Equalities.Forum@cullodenacademy.org.uk](mailto:Equalities.Forum@cullodenacademy.org.uk)**

Pupils are reminded that if at anytime they feel subject to prejudice based bullying they must speak to their Guidance Teacher or to their Year Head.

**Culloden Academy does not tolerate bullying of any kind be it online or face-to-face.**

Pupils, staff and parents can find our latest Equalities Policy created in consultation with the Equalities Forum on the school website by clicking this link:

**<https://cullodenacademy.com/wpcontent/uploads/2022/01/Equalities-Policy.pdf>**

## 2 | The Rights Respecting Schools Award

Mr Sawyer



Culloden Academy is currently engaging with The Rights Respecting Schools Award (RRSA) which is an award focusing on educating young people on their rights and how to make a positive impact. As a school, we aim to achieve the Silver Award during the session 2022-23.

The Rights Respecting Schools Award puts children's rights at the heart of schools in the UK. **UNICEF** works with schools in the UK to create **safe and inspiring places to learn**, where children are **respected**, their talents are **nurtured**, and they are able to **thrive**. The Rights Respecting Schools Award promotes children to have the best chance to lead **happy, healthy lives** and to be **responsible, active** citizens.

Schools involved in the Rights Respecting Schools Award work towards the recognition that they have **embedded children and young people's rights in their school's practice and ethos**. When assessed by the RRSA team they will base this assessment against the following areas:

- **Leadership of the school** - are pupils taking ownership and leading on children's rights.
- **Knowledge and understanding of children's rights** - do pupils learn about children's rights and do they understand why this is important.
- **Ethos, relationships and the empowerment of children and young people** - do the visions and values of the school represent pupil rights and does this empower them.

### What are the UN Rights of the Child

The Convention has **54 articles (Rights)** these are rights that all children

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*“I want Culloden Academy to be a school, which is for our pupils, with our pupils. In order to achieve this it is essential that protecting pupil's rights is woven into our culture and pupil's voices are heard and understood.”*

*The adoption into law of the UN Convention on the Rights of the Child (UNCRC) shows the direction of travel for Scottish society and we need to ensure that we are on board for that journey.”*

”

Dr Vance - Head Teacher

**everywhere in the world are entitled to.** It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

**Every child has rights, whatever their ethnicity, gender, religion, sexual orientation, language, abilities or any other status to be respected.**

Click the link below to find out more information on RRSA:

<https://www.unicef.org.uk/rightsrespecting-schools/about-us-new/>



# 3 The Economics of Discrimination

Lachlan Jack 5KS2



Some of us face discrimination due to our race, religion, beliefs, gender, sexuality, disabilities, language etc. You probably know this. In fact, you almost definitely know this. However, for many such discrimination does not exist anymore in this country and their view is that discrimination is the reserved for other countries. That said discrimination was based entirely in a legal system long since banished to the dustbin of history.

from using certain facilities, from sending their children to good schools, from voting, and from living in certain areas, all by Acts of Parliament that have long since (in most cases) been repealed, and many still have to face demeaning comments and insults on the street, there is another axis of oppression.

Throughout history marginalised people may have been prohibited

Economics. Or, to be more specific, bad economics.

Economics is the study of how scarce goods are distributed within society - money and such. In the past, there has been many examples of legal discrimination whereby marginalised people.

were not able to build wealth in the same way that others could, meaning that many were not able to pass on money to their children, even after these unjust laws were repealed, leaving their children just as worse off. In other words, they had to run an economic race despite being set back 100 years by a legal system biased against them. This had devastating impacts, for as we all know: poverty has consequences.

The UK is experiencing an inflation crisis with prices rising faster than they have done in recent years, in most cases out-stripping the growth of wages. This means that everyone who does not have rapidly rising wages is experiencing a real term pay cut. Whilst many in our communities can deal with this, those on low incomes, who are disproportionately marginalised because of their race, religion, gender, sexuality, language etc., cannot. The government is mismanaging the economy by pursuing a disastrous BREXIT policy and upholding the legacy of deindustrialization leading to a supply-chain crisis, which has caused the present inflation crisis; this is landing overwhelmingly on the shoulders of the most vulnerable.

We need look no further than the increasing issue of homelessness in this country. Studies have shown that marginalised people such as people from the LGBTQI+ community, people of colour, Muslims, and disabled people are disproportionately likely to be homeless

compared to their non-marginalised peers.

Now, homelessness is undeniably a political choice. Crisis, the national charity for homeless people, says that the problem could be solved with a cash injection of £10 Billion which would reap benefits down the line as less money would have to be spent on harassing and cajoling homeless people and they would get the help they need to become tax-paying citizens of this country. In other words, homelessness is expensive and economically reckless, and it could be ended by spending just 5% of what we spend on nuclear weapons, weapons that make the world more unstable and dangerous.

The issue of unemployment mirrored by similar themes. Marginalised people are disproportionately more likely to be unemployed. Under the Labour Prime Minister Harold Wilson, unemployment fell to around 1.6%, meaning that we achieved full employment and no adverse effects occurred.

Studies have shown that poverty leads to stress and anxiety, which can shorten our life expectancy; it leads to unhealthy habits and addictions. Poverty can remove educational and career opportunities for marginalised people, therefore it is essential that regardless of a young person's race, religion, gender, sexuality, language etc. they have the right to a high quality education to reduce these barriers.

“  
*If we don't take climate action, the collapse of our civilisation and the extinction of much of the natural world is on the horizon.*  
”

- David Attenborough

## 4 | Who is Responsible?

Lauren Parsons 6CP2

Who should be held responsible for acting on climate change? The human race has undeniably caused irrevocable damage to planet Earth. The fate of our world is now often seen as the responsibility of the younger generation: the inconceivable burden of rescuing the planet, now on our shoulders.

The argument that, with the majority of Earth's population consisting of those under 30, it should be up to the young to save the planet, is unjust. One day the young will become the old. Therefore, so long as we care for the planet we inhabit, why should age define our contribution and thus, proportion of responsibility to its restoration?

Irrespective of age, accountability for damaging actions towards the environment and the promotion of eco-friendly alternatives to everyday household items

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such as metal straws over plastic ones should be rolled out to all ages, not just younger generations.

accountable for Earth's deterioration. For the wildfires. The flooding. The mass die-off of coral reefs.

Pressure shouldn't just be placed upon the younger demographic, rather, with most of what we learn consequent to lessons from our elders, focus should also be on the older generations teaching and sharing their invaluable knowledge and life-experiences with the young. The ability to do so is modelled by David Attenborough who, at the age of 95, continues to inform and amaze the world, giving rise to the worldwide realisation of our planet's increasing state of desecration.

Although the young may be making a bigger impact on our world today, it is just as much the responsibility of previous generations of whom set this up for us to remedy. Everyone, therefore, has an equally important role in the recuperation of Earth.

Our planet's recovery requires the help of more than just one generation, it requires us all.

The start of our planet's man-made death is predicted to be 2040 (United Nations' scientific panel on climate change). Such imminence calls for urgency; for everyone to contribute and hold themselves



Cases of sexual abuse are continually on the rise. Statistics reveal that reported instances of rape increased by 50% in March of 2021, compared to that of the previous year.

Experts speculate that this is due to the pandemic and is a direct result of increased isolation and lack of access to support. This figure is insurmountable and heart-rending. It underpins a long overlooked issue that urgently needs to be addressed.

However, this is not a unique epidemic for women. Cases of sexual abuse in males are also on the rise.

Providing the necessary support for male victims presents a unique issue as men are less likely to speak up in an instance of sexual abuse due to stigma. And indeed, recognition for male victims is in short supply due to internalised gender norms that instruct our perceptions of vulnerability in men and interpret any such emotions as weak. As a result, few men speak out, and there is a lack of resources to meet them when they do.

UK charity, Mankind, has seen an increase in referrals of 95% over the past two years. The charity says that local services are struggling to support victims, and this has contributed to the dramatic increase

of people using their services.

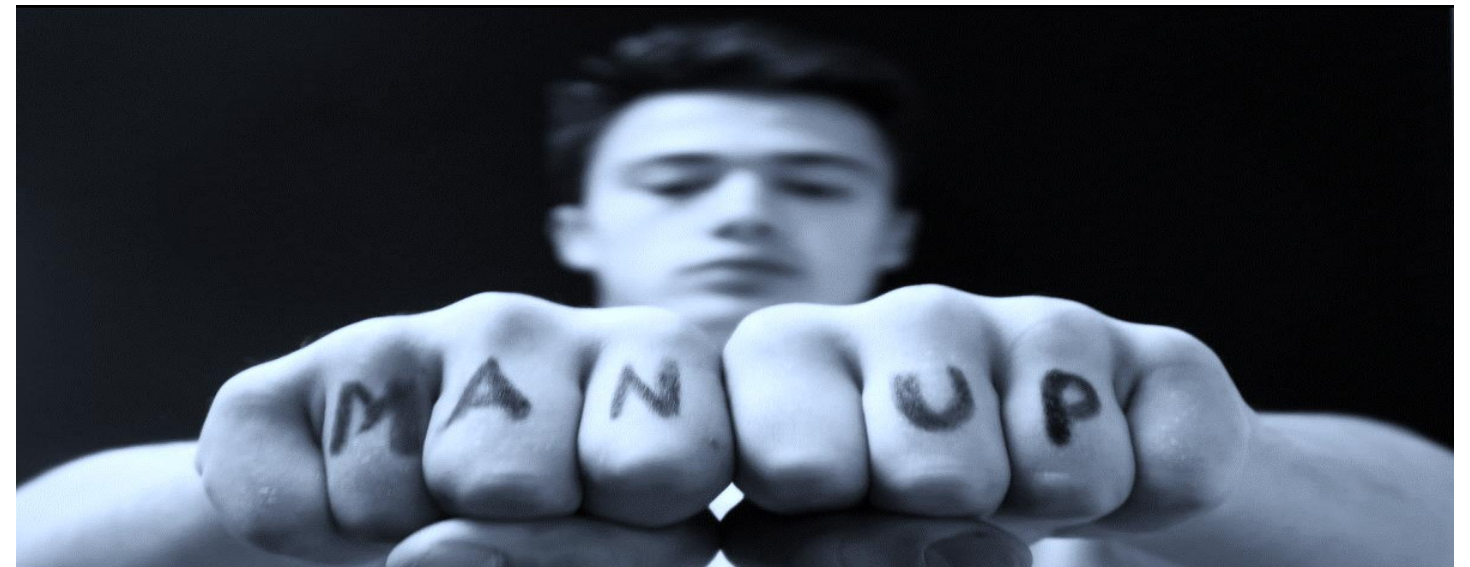
This issue lies shrouded in toxic masculinity and obscured by shame. Many male victims avoid seeking help due to the stigma surrounding the issue.

The gender norms indoctrinated into boys teach them to be 'tough' and emotionally aloof. Any sign of physical or emotional vulnerability leaves them liable to ridicule and call into question the most sacred and yet most fallible token of identity-masculinity.

**“Real men don't get raped”, “Boys don't cry”**

## 5 | Men & Sexual Harassment

Becca Cooper 6LG1



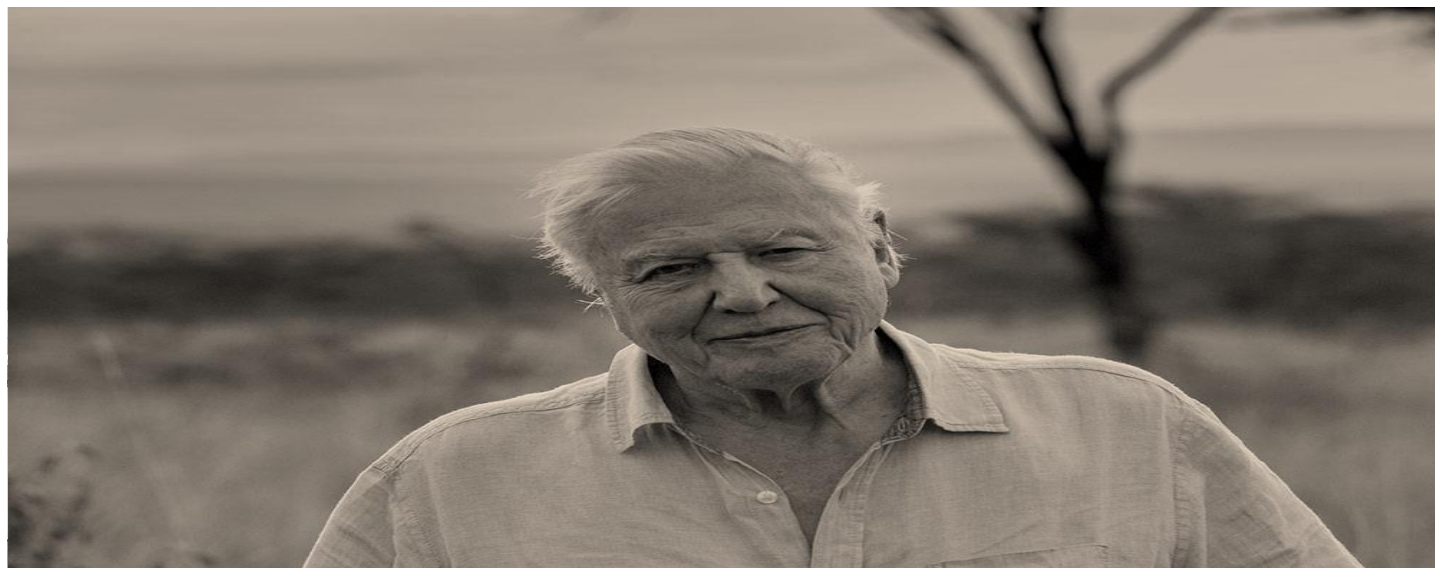
These are just some examples of the pervasive and harmful mentalities we perpetuate through strict gender roles and toxic masculinity. Such fallacies edify the belief that assault spawns from weakness and encourages internalised victim-blaming. The ramifications of this are paramount.

The organisation 1in6, dedicated to supporting men who suffer from sexual abuse, site studies on their website that indicate; men who have faced sexual abuse are more likely to suffer from depression, alcohol and drug abuse, and suicidal thoughts. We deny men the space to speak out and

consequently deny them access to the resources needed to deal with their trauma. This results in isolation and mental health issues.

It remains to be said that this does not mean that we should take hard-won acknowledgement and funding away from female victims. Furthermore, there is no place to compare or discredit abuse in men or women. Instead, we must start by changing our perspective on masculinity and giving male victims the resources to which they are entitled.

**Speaking out is not weak.**



# 6 | Support Links & Information

## Equalities Forum

We hope that you have enjoyed reading the first edition of the Equalities Bi-Monthly magazine and we look forward to hearing your thoughts and suggestions.

As we noted in our welcome message we want to use this magazine as a way of supporting pupils, staff and parents, please find useful links to websites of support:

### The Rights Respecting Schools Award

<https://www.unicef.org.uk/rightsrespecting-schools/about-us-new/>

### Mental Health

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

### Climate Change

<https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources>

<https://www.bbc.co.uk/programmes/m00049b1>

### Sexual Harassment

<https://www.rapecrisisscotland.org.uk/>





## Equalities Bi-Monthly Magazine

If you are interested in joining the Equalities Forum or wish to be involved in the Bi-Monthly Magazine please contact us on the email below or speak to one of the teaching staff.

[Equalities.Forum@cullodenacademy.org.uk](mailto:Equalities.Forum@cullodenacademy.org.uk)