

EQUALITY OBJECTIVES: 2023-24

Starcross Primary School

The Protected Characteristics for the Schools Provision are:

Disability	<p>A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls ‘a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.</p> <p>There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.</p> <p>In relation to physical impairment:</p> <ul style="list-style-type: none"> ● Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, dyspraxia, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered. ● HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis. ● Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below). ● People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act. <p>Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:</p> <ul style="list-style-type: none"> ● The length the effect of the condition has lasted or will continue: it must be long term. ‘Long term’ means that an impairment is likely to last for the rest of the person’s life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person. ● Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience. ● If the activities that are made more difficult are ‘normal day-to-day activities’ at work or at home. ● Whether the condition has this impact without considering the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is considered.
Gender Reassignment	<p>Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical sex they were born with.</p> <p>This personal process may include undergoing medical procedures or, as is more likely for school pupils, it may simply include choosing to dress in a different way as part of the personal process of change.</p> <p>A person will be protected because of gender reassignment where they:</p> <ul style="list-style-type: none"> ● make their intention known to someone – it does not matter who this is, whether it is someone at school or at home or someone like a doctor: ● once they have proposed to undergo gender reassignment they are protected, even if they take no further steps or they decide to stop later on ● they do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected ● start or continue to dress, behave or live (full-time or part-time) according to the gender they identify with as a person ● undergo treatment related to gender reassignment, such as surgery or hormone therapy, or ● have received gender recognition under the Gender Recognition Act 2004. <p>It does not matter which of these applies to a person for them to be protected because of the characteristic of gender reassignment.</p> <p>This guidance uses the term ‘transsexual person’ to refer to someone who has the protected characteristic of gender reassignment.</p>

Pregnancy and Maternity	<p>It is discrimination to treat a woman (including a female pupil of any age) less favourably because she is or has been pregnant, has given birth in the last 26 weeks or is breastfeeding a baby who is 26 weeks or younger.</p> <p>It is direct sex discrimination to treat a woman (including a female pupil of any age) less favourably because she is breastfeeding a child who is more than 26 weeks old.</p>
Race	<p>Race means a person's:</p> <ul style="list-style-type: none"> • colour, and/or • nationality (including citizenship), and/or • ethnic or national origin <p>and a racial group is composed of people who have or share a colour, nationality or ethnic or national origins.</p> <p>A person has the protected characteristic of race if they belong to a particular racial group, such as 'British people'.</p> <p>Racial groups can comprise two or more racial groups such as 'British Asians'.</p>
Religion or Belief	<p>The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief. A religion need not be mainstream or well known to gain protection as a religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs.</p> <p>Belief means any religious or philosophical belief and includes a lack of belief.</p> <p>'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.</p> <p>A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.</p> <p>A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.</p> <p>For a belief to be protected by the Equality Act:</p> <ul style="list-style-type: none"> • It must be genuinely held. • It must be a belief and not an opinion or viewpoint based on information available at the moment. • It must be a belief as to a weighty and substantial aspect of human life and behaviour. • It must attain a certain level of cogency, seriousness, cohesion and importance. • It must be worthy of respect in a democratic society. • It must be compatible with human dignity and not conflict with the fundamental rights of others.
Sex	<p>A person's sex refers to the fact that they are male or female. In relation to a group of people, it refers to either men or women or to boys or girls.</p>
Sexual Orientation	<p>Sexual orientation means the attraction a person feels towards one sex or another (or both), which determines who they form intimate relationships with or are attracted to.</p> <ul style="list-style-type: none"> • Some people are only attracted to those of the same sex (lesbian women and gay men). • Some people are attracted to people of both sexes (bisexual people). • Some people are only attracted to the opposite sex (heterosexual people). <p>Everyone is protected from being treated worse because of sexual orientation, whether they are bisexual, gay, lesbian or heterosexual.</p> <p>Sexual orientation discrimination also covers discrimination connected with manifestations of that sexual orientation.</p>

Link to Public Sector Equality Duty	Protected characteristic	Aim:	Objective:	Target group(s): e.g. whole school, girls, boys, SEN, staff etc	Action:	Who's responsible ?	Dates: From and To	Milestone/progress:
All aims of duty	All protected characteristics	To increase pupil, staff and governor's awareness of legal and human rights and the responsibilities that underpin society	For pupils to understand they have rights, how they can exercise their rights and understand how rights link to responsibilities	All pupils and staff	Staff, Governors and Pupils to be fully aware of the different pupil groups in their classes.	Senior Leadership Team and Governors	Ongoing	<p>Staff permanently aware of the different groups in their class including Year groups. Governors aware of different groups and review data based on gender, Pupil Premium, SEND, EAL, FSM, services children. PSHE curriculum reviewed to incorporate these areas. School Council meet regularly to act as the voice of the children. Pupil Voice committees also meet regularly. All ideas/concerns discussed with the Head.</p>
All aims of duty	All protected characteristics	To ensure all pupil groups reach their full potential	Ensure curriculum provision matches the needs of each group and that all groups make the best progress	Specific pupil groups: Gender Special Needs Free School Meals PP ELA	Staff to be fully aware of the different pupil groups in their class. Monitor attainment and achievement of all pupil groups	Senior Leadership Team and Governors	Ongoing	<p>Staff permanently aware of the different groups in their class including Year groups. Lesson Planning is conducted with all groups in mind. Consistent sense of inclusion throughout the school.</p> <p>Governors aware of different groups and review data based on gender, Pupil Premium,</p>

								SEND, EAL, FSM, services children. All pupils receive their entitlement and are given equal opportunities and access. PP pupils are supported financially with subsidised visits and additional support from school funds. Some pupils have received support for music lessons.
Eliminate unlawful discrimination, harassment and victimisation Equality of opportunity	All protected characteristics	To ensure that policy and practice relating to the recruitment, retention and training is inclusive of the diverse needs of applicants and staff	Improved data collection and analysis on staffing issues	Applicants and all school staff including volunteers	Undertake equality impact assessment on policies and practices relating to recruitment and staffing and ensure alignment with local authority guidance	Senior Leadership Team	Ongoing	Policies reviewed within annual cycle. Recruitment is in line with HR ONE policies.
Eliminate discrimination, harassment and victimisation Fostering good relations	All protected characteristics	To ensure pupils are accepted for who they are and that any discrimination is challenged. Appreciate and value the differences in others	Challenge stereotypes- gender, ethnic background, culture, religion. Build on pupil awareness so that pupils can detect bias and challenge discrimination	Whole school and School Council	School Council	Head Teacher and Governors School Council	Ongoing	Planned discussion to be had with the School Council to obtain their views on how the pupils of the school are dealing with this. Pupils and parents surveyed at least annually. Behaviour policy reviewed annually with a range of stakeholders. Jigsaw resources used to support this and PSHE curriculum covers this. To build more cultural links for pupils who are from overseas – Ukrainian pupils for example.

Advance equality of opportunity	Other	To improve the attainment of pupils eligible for free school meals	Improved attainment	Children eligible for free school meals	Collate and analyse data relating to attainment by target group	Head Teacher	Ongoing	Data for all groups is constantly provided by the Head Teacher and reviewed in conjunction with the governing body. Pupils in receipt of Pupil Premium are tracked by the teachers to monitor progress. Pupil Progress meetings set up for staff and their TAs to discuss all children who are not achieving expected results and who require personalised interventions (SEND and PP)
Fostering good relations	All protected characteristics	To promote good relations between people from different backgrounds	Improved understanding of the community and the diversity within it Increased positive attitudes towards disabled people		Set up school linking with another school in a different geographical location and population make-up Make use of disability images pack in PSHE Invite in representatives from disability equality groups to meet with children	Head Teacher Governors	Ongoing	Ongoing link with local schools. Many visits to local schools. Annual residential to London for y6 pupils. Link with primary school in France. Teacher visit to Africa. PSHE curriculum reviewed to incorporate these areas. Greater links between the trust primary and secondary schools to be fostered and encouraged.