



THE CAMBRIDGE PRIMARY SCHOOL

PROMOTING THE NINE PROTECTED CHARACTERISTICS

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

Under the Equality Act you are protected from discrimination:

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local rugby club)
- When you have contact with public bodies like your local council or government departments

The Cambridge Primary School prides itself on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we comply with the Public Sector Equality Duty.

The 9 Protected Characteristics are actively promoted in our school through:

- Our school vision and ethos statements, SDP, and SEF
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers, embracing our diverse community
- Providing workshops e.g internet safety, behaviour support strategies and phonics, that are inclusive to all parents
- The Cambridge Primary upholds and teaches children about Fundamental British Values alongside our school values: Respect, Honesty, Responsibility, Happiness, Teamwork and Excellence as part of evolving curriculum and weekly assemblies.
- Our school fosters our own learning characteristics of being brave, innovative, collaborative and taking ownership through carefully planned activities that encourage children to develop as individuals alongside academic knowledge and skills.
- Promoting tolerance, mutual respect and understanding through religious festival days e.g to celebrate Diwali children and parents are actively encouraged to speak to the school community, sharing rituals and traditional stories.
- Learning about significant people who represent the protected characteristics and challenging stereotyping and discrimination is embedded within our history curriculum e.g Rosa Parks, Neil Armstrong and Amelia Earhart
- Developing a love of reading through a range of authors and genres
- Promoting articulation by building appropriate language and a coherent vocabulary
- Personal, Social, Health and Economic education (PSHE) sessions and RSE lessons
- Religious Education and World Views (RAW) lessons
- Art projects and visits
- School Council: the children are from different year groups and the group is formed of pupils from a range of backgrounds. The children understand democracy and the voting system. They understand that their views will be listened to and they are able to use their voices to make changes to the school and our local and wider community. For example, our school council representatives reviewed our school uniform and made changes to ensure it was comfortable and equal for all children.
- Educational experiences and visits
- Real-life learning outside the classroom
- Guest speakers
- Developing links with the local community
- Extra-curricular activities, including our career clubs that encourage children with particular interests to think about their future aspirations
- Charity work and work within the local community
- Safer recruitment, retention and staff development

We collect and analyse the following data to assess the impact of our Single Equality Policy. The data is recorded on our CPOMs system and the main areas we assess are:

- Admissions
- Attendance
- Exclusions
- Outcomes
- Racial incidents
- Bullying incidents
- Homophobic incidents
- Any other prejudice related incidents

Embedding Protected Characteristics into the whole ethos of The Cambridge Primary School promotes:

- Self-esteem, self-knowledge and self-confidence
- Understanding that everyone is wonderful and everyone has wonderful talents and attributes
- Respect for democracy and support for participation in the democratic process
- Acceptance of responsibility for their own behaviour and teaching children to make good choices
- Respect for their own and other cultures
- Every member of the community knowing that whatever they report it will be dealt with appropriately and followed up
- Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield
- An understanding of Equality, Human Rights and Protected Characteristics
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combating discrimination
- Parents taking an active part in identifying barriers and informing school leaders of actions that can be taken to eradicate these
- We have the highest expectations for all our children and staff, and the wider community