

## **Promoting Protected Characteristics at Ivy Lane School**

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 tennis club)
- When you have contact with public bodies like your local council or government departments

### **The 9 Protected Characteristics are actively promoted in school through:**

- Our school ethos statements, SDP, and SEF
- Our school core values and expectations
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Celebration assemblies
- The promotion of British Values throughout school
- Promoting articulation by building appropriate language and a coherent vocabulary
- Developing a love of reading through a range of authors and genres
- Personal, Social, Health and Economic education (PSHE) sessions using Jigsaw.
- Sporting, Art and Cultural Events
- Pupil Voice and Staff Voice
- Real-life learning outside the classroom
- Guest speakers
- Developing links with local, national and international communities
- Our school Relational Policy
- Real-life learning outside the classroom

- Developing a love of reading through a range of authors and genres
- Sporting competitions – both within and outside of school, varied competitions are organised by our PE lead
- Art projects and visits
- Pupil leadership team activities and projects
- Educational experiences and visits
- Real-life learning outside the classroom
- Developing links with the local community
- Extra-curricular activities, after school clubs, charity work and work within the local community
- Safer recruitment, retention and staff development
- Religious Education (RE) lessons, RSE lessons, **LGBT discussions** and Protected Characteristic talks in assemblies - During their time with us at Ivy Lane School, different aspects of Christianity are taught in every year group. Our children are also taught about all the major world religions, following the scheme: The Emmanuel Project. These are taught with the understanding that we celebrate and respect all religions and their principles.

**Year 1:** Christianity, Judaism

**Year 2:** Christianity, Judaism, Islam

**Year 3:** Christianity, Judaism, Islam, Hinduism

**Year 4:** Christianity, Islam, Hinduism, Sikhism

**Year 5:** Christianity, Judaism, Islam, Hinduism, Buddhism

**Year 6:** Christianity, Islam, Hinduism, Buddhism, Humanism

## **Embedding Protected Characteristics into the whole ethos of Ivy Lane School promotes:**

- **Self-esteem, self-knowledge and self-confidence**  
*We offer a range of support to develop self-esteem, self-knowledge and self-confidence, to include; Forest School, Sand tray Therapy, ELSA, The Thrive Approach, nurture club, sensory den and Bertie the school dog.*  
*Our Christmas, Year 4 and Year 6 productions and the whole school poetry performance.*  
*School roles – Ivy Squad, House Captain Ambassadors, School Council, Reader Leaders, Eco Committee Supporting Hello Yellow – world mental health day.*  
*Self-assessment and peer-assessment of learning.*  
*Residential trips where children work individually, in pairs and as part of a team to overcome challenges.*  
*Rewards such as star awards, stickers, house points, verbal praise and our green and gold ivy leaves.*  
*Class charters.*
- **Understanding that everyone is wonderful and everyone has wonderful talents and attributes**  
*Wide variety of learning zones to showcase and allow children to express themselves*  
*Weekly celebration assemblies.*  
*Recognising and supporting Neurodiversity Celebration Week.*  
*Thrive class profiles to ensure support is tailored to each child.*  
*Rewards such as star awards, stickers, house points, verbal praise and our green and gold ivy leaves.*  
*Class charters.*  
*Performances – Christmas nativities and songs, performances by Year 4 and Year 6.*  
*Whole school poetry performance.*  
*Music assemblies – children perform instruments that they are learning with a peripatetic teacher.*  
*School roles – Ivy Squad, House Captain Ambassadors, School Council, Reader Leaders, Eco Committee.*  
*Staff pantomime.*
- **Respect for democracy and support for participation in the democratic process**  
*Elections held across classes for representatives for school council.*  
*Voting for class reward.*  
*Enquiry – How do we live together? Year 6*  
*Class votes*  
*Elections – School Council, Eco-Committee.*  
*Anti-bullying assemblies delivered annually.*
- **Acceptance of responsibility for their own behaviour and teaching children to make good choices**  
*Our robust Relational Policy clearly lays out our expectations and behaviour management.*  
*Ivy Squad – familiar faces across the school and supporting others.*  
*The Thrive Approach*  
*Restorative conversations*  
*Class Charters in all classes, decided and agreed by all children.*  
*Green and golden ivy leaves.*
- **Respect for their own and other cultures**  
*Annual Commonwealth Day celebrations at the town hall.*  
*Whole school RE coverage, using the Emmanuel scheme.*  
*Themed days where different cultures are celebrated.*  
*Celebrating European Day of Languages.*  
*World maps in all classrooms.*  
*Visit to the Folk festival – Year 4.*

- Every member of the community knowing that whatever they report it will be dealt with appropriately and followed up.

*Modelling from all adults in school that concerns will be dealt with.*  
*The Relational Policy.*  
*Safeguarding practices.*  
*Teachers present on the classroom door at the start and end of each day.*  
*The Child Protection and Safeguarding Policy*
- 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

*Harvest collections, supporting Project Doorway food bank each year.*  
*Choir performances at events in the Neeld Hall and elderly care home.*  
*Raising awareness and supporting Comic Relief and Children in Need.*  
*Supporting Hello Yellow – world mental health day.*  
*Christmas jumper day*  
*Fundraising events.*  
*Rewards such as star awards, stickers, house points, verbal praise and our green and gold ivy leaves.*  
*The OPAL scheme used during lunch time break.*
- An understanding of Equality, Human Rights and Protected Characteristics

*RE lessons, toughing using The Emmanuel Project.*  
*Assemblies.*  
*Picture News stories are shared with children in class and assemblies.*  
*A variety of learning zones that allow children to celebrate their unique traits and passions.*
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

*Understanding of democracy – modelling within school as part of our Ivy Lane values.*  
*Voting in class.*  
*Year 6 visitors from Wiltshire Police to discuss Online Safety*  
*British Values promoted throughout the school.*  
*Ivy Lane Values. Children are reminded of Ivy Lane behaviours.*
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law

*Faiths taught through the RE scheme, The Emmanuel Project and constant reminders that everyone's religion is to be respected and appreciated.*
- 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

*Trevor Ranger assemblies.*  
*Modelled and taught within RE lessons using The Emmanuel Project.*
- An understanding of the importance of identifying and combating discrimination

*Discussions at the school gate.*  
*Open door policy.*  
*Regular assemblies to include an annual anti bullying assembly.*
- Parents taking an active part in identifying barriers and informing school leaders of actions that can be taken to eradicate these

*Many opportunities for parents to communicate with the school; through the office e-mail address, welcoming school office and start and end of day discussions.*

We have the highest expectation for all children, staff and the wider community. Our Home School Agreement reflects our expectations.

### **How do we use our PSHE scheme to support children's understanding and the teaching of Protected Characteristics?**

The protected characteristics are taught in a way that is progressive and developmental in a pupil-centred way. Our inclusive approach starts with children in **Nursery and Reception** and continues to develop through each key stage up to year 6.

Sessions are taught in a safe, open and inclusive learning environment based on trusting relationships between all members of the class, adults and children. We provide children with a 'right to pass' in all sessions, where children understand fully that they do not have to participate in discussions if they do not wish to. Children are taught to respect the privacy of others, keeping what is said during Jigsaw PSHE lessons confidential.

'Celebrating Difference' which is taught in Autumn 2 across the school, is the most pertinent of units for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone's right to 'difference', exploring the concept of 'normal'. Bullying – what it is and what it isn't, including cyber and homophobic bullying.

'Relationships' which is taught in Summer 1 across the school, has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which can help to deliver the vital messages behind the Equality Act. A vital part of this is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They are the chance to explore roles and responsibilities in families and look at stereotypes.

The grid below identifies how we are aligning our Jigsaw PSHE lessons to the Equality Act. This list is not exhaustive as there are numerous other lessons that teach about equality.

Protected Characteristics	What this refers to	Links to Jigsaw
<b>Age</b>	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-yearolds).	<b>Celebrating Difference</b> Ages 10-11 Piece 3: Power Struggles
<b>Gender reassignment</b>	The process of transitioning from one gender to another.	<b>Celebrating Difference</b> Ages 5-6 Piece 6: Celebrating Me. Ages 7-8 Piece 5: Gender diversity Ages 8-9 Piece 1: Judging by appearances Ages 10-11 Piece 2: Understanding difference NB. In Jigsaw the focus is on accepting all people as unique individuals, not on transitioning itself.
<b>Being married or in a civil partnership</b>	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples	<b>Celebrating Difference</b> Ages 7-8 Piece 1: Families

	(except where permitted by the Equality Act).	
<b>Being pregnant or on maternity leave</b>	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the nonwork context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.	<b>Celebrating Difference</b> Ages 3-4/4-5 Piece 3: Families Ages 7-8 Piece 1: Families
<b>Disability</b>	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	<b>Celebrating Difference</b> Ages 10-11 Piece 5: Celebrating difference
<b>Race, including colour, nationality, ethnic or national origin.</b>	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	<b>Celebrating Difference</b> Ages 9-10 Piece 2: Racism
<b>Religion, belief or lack of religion/belief</b>	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief	<b>Celebrating Difference</b> Ages 9-10 Piece 1: Different Cultures

	(such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	
<b>Sex</b>	A man or a woman.	Celebrating Difference Ages 6-7 Pieces 1&2: Boys and Girls
<b>Sexual orientation</b>	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Celebrating Difference Ages 10-11 Piece 4: Boyfriends and girlfriends

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

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