TREE

## **1 Minute Safeguarding: Equality**

### What do we mean by equality?

### Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.

### Types of discrimination – ‘protected factors’:

It is against the law to discriminate against anyone because of:

* age
* gender reassignment
* being married or in a civil partnership
* [being pregnant](https://www.gov.uk/working-when-pregnant-your-rights) or on maternity leave
* [disability](https://www.gov.uk/definition-of-disability-under-equality-act-2010)
* race including colour, nationality, ethnic or national origin
* religion or belief
* sex
* sexual orientation

These are called ‘protected characteristics’.

### Equality Act 2010

The **Equality Act 2010**[[1]](https://en.wikipedia.org/wiki/Equality_Act_2010#cite_note-act-1) is an [Act](https://en.wikipedia.org/wiki/Act_of_Parliament) of [Parliament of the United Kingdom](https://en.wikipedia.org/wiki/Parliament_of_the_United_Kingdom) passed during the [Brown ministry](https://en.wikipedia.org/wiki/Brown_ministry) with the primary purpose of consolidating, updating and supplementing the numerous prior Acts and Regulations, that formed the basis of [anti-discrimination law](https://en.wikipedia.org/wiki/Anti-discrimination_law) in mostly England, Scotland and Wales; some sections also apply to [Northern Ireland](https://en.wikipedia.org/wiki/Northern_Ireland). These consisted, primarily, of the [Equal Pay Act 1970](https://en.wikipedia.org/wiki/Equal_Pay_Act_1970), the [Sex Discrimination Act 1975](https://en.wikipedia.org/wiki/Sex_Discrimination_Act_1975), the [Race Relations Act 1976](https://en.wikipedia.org/wiki/Race_Relations_Act_1976), the [Disability Discrimination Act 1995](https://en.wikipedia.org/wiki/Disability_Discrimination_Act_1995) and three major [statutory instruments](https://en.wikipedia.org/wiki/Statutory_instruments) protecting discrimination in employment on grounds of [religion or belief](https://en.wikipedia.org/wiki/Employment_Equality_(Religion_or_Belief)_Regulations_2003), [sexual orientation](https://en.wikipedia.org/wiki/Employment_Equality_(Sexual_Orientation)_Regulations_2003) and [age](https://en.wikipedia.org/wiki/Employment_Equality_(Age)_Regulations_2006).[[2]](https://en.wikipedia.org/wiki/Equality_Act_2010#cite_note-2)

How can we promote equality?

1. Treat everyone equally – lead by example
2. Create an inclusive culture that has respect for all cultures and religions – don’t accept discriminatory attitudes
3. Ensure equal access to opportunities for all the citizens
4. Enable people to develop their full potential
5. Educate people and make them understand the importance of equality.

### What should school staff do?

If you suspect discrimination is taking place in any way, shape or form (whether that be amongst the children or staff), then you should always be proactive and bring this up with DSLs and SLT in school immediately, for them to intervene, risk assess and put plans in place to support children / staff.

If you have ideas as to how we could improve our targets below, please let SLT know.

### Our school’s Equality Objectives

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| --- | --- |
| **Objective 1** | **To further develop the accessibility of information relating to school life for parents/carers with difficulties accessing written language (e.g. parents/carers with English as an Additional Language, Speech and Language difficulties etc).** |
| **Objective 2** | **To further develop opportunities for children to engage with people from different ethnic/religious/cultural backgrounds in order to raise children’s awareness of the multicultural world in which they live.** |
| **Objective 3** | **To raise aspirations among children and parents/carers and raise awareness of a career options for all children, challenging gender stereotypes.** |
| **Objective 4** | **Improve the provision and achievement for identified groups of pupils to close any gaps between them and their peers: Disadvantaged, EAL, SEN and any other group identified as with a protected characteristic.** |