



Embedding the 9 Protected Characteristics

The 9 Protected Characteristics are actively promoted at MTB through:

- Our school vision, ethos statements and our EDP.
- Our school INTENT Drivers our Core Values

Our values, specifically the values of respect for everyone around you, and diversity, appreciating and celebrating the differences and similarities between us.

- Our school Positive behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Assemblies
- The promotion of British values in school life
- Developing a love of reading through a range of authors and genres
- Our cohesive and spiralled curriculum that is interwoven,

Learning for life and RSE lessons, as well as taking the opportunity to model respect and positivity in all lessons.

- Promoting articulation by building appropriate language and a coherent vocabulary
- Religious Education (RE) lessons

During their time at MTB Primary, children cover all the major world religion. These are taught with the understanding that we celebrate and respect all religions and their principles. Different aspects of Christianity are taught in each year at MTB

- Sporting competitions
- Art projects and visits
- School Council
- Educational experiences and visits
- Real-life learning outside the classroom
- Guest speakers
- 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

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

- **Self-esteem, self-knowledge and self-confidence**

Year 6 motivational workshops, our learning for life curriculum in all year groups. Children have specific tailored support into self-esteem and self-confidence when this is an area of need identified by our inclusion team.

- **Understanding that everyone is wonderful and everyone has wonderful talents and attributes**

Celebration Assemblies weekly used to celebrate success across the school

- **Respect for democracy and support for participation in the democratic process**

Elections held across classes for representatives for school council and Head Boy/Girl in Year 6. Celebration of British Parliament Week trip to appreciate the democratic process, themed days within school and teams call with a peer from the house of lords. Class 3 – visit from the Mayor of Tavistock, and our MP on school aspirations day.

- **Acceptance of responsibility for their own behaviour and teaching children to make good choices**

Our Charter approach embedded across the school. Wellbeing ambassadors/ Peer Mediators – familiar faces across the school and supporting others in Class 3. Our robust Positive behaviour policy clearly lays out our expectations and behaviour management.

- **Respect for their own and other cultures**

Weekly Global Citizen Assemblies, Whole school RE coverage, as well as themes of respect through our Learning for Life lessons. Themed weeks and days around school where different cultures have been celebrated.

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

Year 6 trip Tavistock Guildhall for Junior Citizen – talks from the fire department and the police. Modelling from all adults in school that concerns will always be dealt with.

- **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**

Support for the Tavistock food bank at Harvest and throughout the year, Christmas shoeboxes for Ukraine, money raised as a school within classes. Links with local care home – writing letters, and created Christmas cards. Choir sings at local meetings. Cream Tea afternoon for local residents. South West Hospice – Run.

- **An understanding of Equality, Human Rights and Protected Characteristics**

Overview of where protected characteristics are interwoven through our curriculum can be seen below.

- **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 Charter Curriculum

- **An understanding that the freedom to choose and hold other faiths and beliefs is protected in law**

Faiths taught through RE, and constant reminders during lessons 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**

Modelled and taught within RE lessons.

Any prejudiced incident that takes place at MTB Primary is seen as an opportunity to reflect, learn and make better choices next time.

- **An understanding of the importance of identifying and combating discrimination**

Stereotyping and challenging these covered in Class 3 during Learning for Life

- **Parents taking an active part in identifying barriers and informing school leaders of actions that can be taken to eradicate these**

Many opportunities for parent communication, through Google Classroom, welcoming school office and end of day discussions. We have the highest expectations for all our children and staff, and the wider community. Our Home school agreement reflects our expectations.

These books are read as class texts over the course of the year to encourage positive and guided discussion of the protected characteristics. At MTB Primary, we strive to create an environment where children can share their opinions and ask questions.

Reception					
Learning Intention	To say what I think.	To understand that it's OK to like different things.	To make friends with someone different.	To understand that all families are different.	To celebrate my family.
Year 1					
Learning Intention	To like the way I am.	To play with boys and girls.	To recognise that people are different ages.	To understand our bodies work in different ways.	To understand that we share the world with lots of people.
Year 2					
Learning Intention	To understand what diversity is.	To understand how we share the world.	To understand what makes someone feel proud.	To feel proud of being different.	To be able to work with everyone in my class.
Year 3					
Learning Intention	To understand how difference can affect someone.	To understand what 'discrimination' means.	To find a solution to a problem.	Use strategies to help someone who feels different.	To be welcoming.
Year 4					
Learning Intention	To know when to be assertive.	To understand why people choose to get married.	To overcome language as a barrier.	To ask questions.	To be who you want to be.
Year 5					
Learning Intention	To learn from our past.	To justify my actions.	To recognise when someone needs help.	To appreciate artistic freedom.	To accept people who are different from me.
Year 6					
Learning Intention	To promote diversity.	To stand up to discrimination	To challenge causes of racism.	To consider how my life may change as I grow up.	To recognise my freedom.