Equality Information and Objectives

Equality information and objectives (public sector equality duty) statement for publication

Autumn 2023

Links with other Policies

The Tapscott Learning Trust Equality Information and Objectives is written in line with Equality Act 2010 and The Equality Act 2010 and schools: Departmental advice for school

leaders, school staff, May 2014, governing bodies and local authorities. When agreeing or reviewing the policy, links should be made with other relevant policies and guidelines, including Freedom of Information Act, Safeguarding Policy, Whistleblowing Policy, Performance Development Policy, Staff Code of Conduct including Disciplinary and Grievance Procedures, Special Educational Needs and Disability Policy, Attendance Policy, Anti-Bullying Policy and the Behaviour Policy.

This policy sets out our approach to equality and equality objectives for The Tapscott Learning Trust. Section 8 sets out the equality objectives for the trust, each school will also set and publish equality objectives with consideration of how the trust objectives relate to their context.

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APPENDIX

1. Aims

The Tapscott Learning Trust (hereon called" TTLT" or the "Trust") aims to meet its obligations under the public sector equality duty by having due regard to the need to:
● Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
● Advance equality of opportunity between people who share a protected characteristic and people who do not share it
● Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The Trust and its schools are dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination and victimisation are not tolerated and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The Trust and each school's main priority are to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

Whilst the Trust recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

● **Race or ethnicity**
● **Age**
● **Disability**
● **Sex (gender) including Transgender**
● **Gender reassignment**
● **Marriage or Civil Partnership**
● **Pregnancy and Maternity/Paternity**
● **Religion or belief**
● **Sexual orientation**
The above are known as the Protected Characteristics, hereafter referred to as the characteristics.

Through the creation of this policy we have been able to develop a better understanding of what the challenges to equality are within a school and how we can best deal with these. Copies of all the policies named are available through the Trust and school websites. Paper copies can be requested at schools through the school office, as outlined in the TTLT Freedom of Information Policy and Procedures.

2. Legislation and guidance

This document meets the requirements under the following legislation:
● The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
● The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on the Department for Education (DfE) advice for schools on the Equality Act, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

This document also complies with our Funding Agreement and Articles of Association.

3. The Tapscott Learning Trust Profile

The Trust was formed in September 2017 and at the time of writing consists of Curwen Primary School, Kensington Primary School, Ranelagh Primary School and North Beckton Primary School. All schools are in the London Borough of Newham. The Trust also works in partnership with Rebecca Cheetham Nursery School & Children's Centre which is also located in the London Borough of Newham.
Across the organisation there is a high level of Special Educational Needs and Disabilities (SEND); however, the profile of SEND varies across the schools. The trust has two school with resource provision, North Beckton Primary School for profound and multiple learning disability and Ranelagh Primary School for Autism. The Trust is committed to working together in partnership and respecting the unique nature of each school's community.

Curwen, Kensington and Ranelagh have all gained the Inclusion Quality Mark Flagship Status. All schools have staff trained and endorsed to deliver the Autism Education Trust's national certificated programme.

4. Roles and responsibilities

The Trustees / LABs will:
● Ensure that the equality information and Trust objectives as set out in this statement are published and communicated throughout the Trust and its schools, including to staff, pupils and parents
● LABs will ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
● LABs will review the school objectives every year
● Trustees will review the Trust objectives every year

●   Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the head teacher

The Equality, Diversity and Inclusion Link Governor in each LAB will:
●   Meet with the designated member of staff for equality three times a year, and other relevant staff members, to discuss any issues and how these are being addressed
●   Ensure they're familiar with all relevant legislation and the contents of this document
●   Attend appropriate equality and diversity training
●   Report back to the full governing board regarding any issues

The head teacher of each school within the Trust will:
●   Promote knowledge and understanding of the equality objectives amongst staff and pupils, including the Trust objectives
●   Monitor success in achieving the school objectives and report to governors
●   Be involved in the review every year of the Trust's objectives

The designated member of staff for Equality, Diversity and Inclusion will:
●   Support the head teacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
●   Meet with the Equality, Diversity and Inclusion Link Governor three times a year to raise and discuss any issues.
●   Support the head teacher in identifying any staff training needs, and deliver training as necessary
●   Review the school objectives annually and report to head teacher
●   Review the equality information, as published on the school website, annually

School staff within the Trust will:
●   Ensure that they are up to date and aware of the contents of this policy
●   Challenge inappropriate language and behaviour
●   Tackle bias and stereotyping
●   Work to promote anti-bullying strategies as outlined in the school's **Behaviour and Anti-Bullying Policies**
●   Show a commitment to undertake development and training within this area
●   Engage with the school in eliminating any discrimination and act as a good example to pupils
●   Promote a positive working environment, equal opportunities and foster good relationships
●   Report back to their line managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary
●   To work to achieve the objectives as set in section 8 and the school's equality objectives

Pupils at each school will:
●   Engage with the school in eliminating any discrimination
●   Promote a positive work environment and a positive attitude towards equality when both in school and off the school site
●   Report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
●   Work to promote the anti-bullying strategies outlined in the school's **Behaviour and Anti-Bullying Policy**

● Set a good example regarding behaviour and social awareness to younger pupils and their peers.

Parents, carers, and visitors to each school are expected to:
● Familiarise themselves with the school's policy and support the scheme by promoting a positive attitude towards equality at home
● Attend any relevant meetings / awareness-raising sessions that they are invited to relating to the school's policy
● Work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
● Respect and follow our policy when visiting the school.

5. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of every academic year.

The school has a designated member of staff for monitoring equality issues, and Equality, Diversity and Inclusion Link Governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

6. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the Trust aims to advance equality of opportunity by:
● Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have Taking steps to meet the particular needs of people who have a particular characteristic
● Encouraging people who have a particular characteristic to participate fully in any activities

6.1 Publishing equality information about pupils

In fulfilling this aspect of the duty, all schools of the Trust will annually publish equality information. This information must be published via the website. However, the school may determine the format which should include the following
● Publish attainment data for each school each academic year showing how pupils with different characteristics are performing
● Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
● Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

● Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our pupils

6.2 Publishing equality information about staff

In addition to the information about pupils, we will consider how our activities as an employer affect staff with protected characteristics. As a trust, we will publish information to show:

● The make-up of our workforce, with breakdowns of staff with different protected characteristics

● Gender pay-gap reporting and other pay equality issues

● Recruitment and retention rates for staff with different protected characteristics

● Applications for flexible working and their outcomes for staff with different protected characteristics

● Applications for learning and development opportunities and their outcomes for staff with different protected characteristics

● Grievances and disciplinary issues for staff with different protected characteristics

● Policies and programmes in place to address equality concerns from staff

● Information from staff surveys

We will make sure that with any data we publish to show how we meet our equality duties; individual staff or pupils will not be identifiable. This means we may suppress some data if it relates to a very small number of staff or pupils to preserve their confidentiality.

7. Fostering good relations

The Trust aims to foster good relations between those who share a protected characteristic and those who do not share it across all its schools by:

● Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English / reading, pupils will be introduced to literature from a range of cultures

● Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

● Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

● Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

● Develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality considerations in decision-making

The Trust ensures it has due regard to equality considerations whenever significant decisions are made.

The Trust always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the all schools within the Trust considers whether the trip:

●   Cuts across any religious holidays
●   Is accessible to pupils with disabilities
●   Has equivalent facilities for all pupils irrespective of their gender

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Impact assessments are carried out as part of the review of all school policies and assess whether school policies or plans are having a negative or adverse, or positive impact on groups and individuals within the school community.

9. Equality objectives

Trust Objective 1- Provide opportunities for all to make meaningful connections with their peers.

Why we have chosen this objective: Removing or minimising disadvantages suffered by people due who, for whatever reason, are less able to make connections with their peers. The results of our consultation highlighted this as an area of concern for some pupils and staff. Pupils cited that for some, the chance to join in peer only activities was reduced. Staff survey results provided evidence that a few had reduced ability to seek additional support.

To achieve this objective, the trust plan to:
●   Further understand and develop approaches to ensure all staff are able to make connections.

To achieve this objective, schools are advised to:
●   Review arrangements at unstructured times to ensure that they create and maximise the opportunities for pupils to make meaningful connections in a broad range of ways.

Progress we are making towards this objective:

Autumn 2024
The trust has reviewed its vision, values and aims and identified health and happiness as its key focus. The trust is developing its communication strategy using Building Strong Trusts, People Strategy.

Trust Objective 2- Promote a representation of ethnicity that reflects the demographics of our community at every level of the organisation.

Why we have chosen this objective: The results of the equality consultation with staff show that we have excellent scores for diversity against national benchmarks. However, a significant number of staff from particular ethnic groups cited that their background and identity might be a barrier to advancement. Confidence about unbiased decisions on

advancement and promotion were also significant for particular ethnicities. A significant level of 'prefer not to say' responses for gender, sexual orientation and ethnicity also correlated with low confidence and the perception of barriers for these questions. Some parents cited a lack of people that they could identify with within the organisation.

To achieve this objective, the trust plan to:
● Ensure that communication systems and practices are developed to improve understanding regarding advancement and promotions across the trust.
● Carry out specific quantitative understanding in this area to design and improve understanding of unconscious bias.
● Develop and provide unconscious bias training for all leaders across the trust.
● Analyse and review applications made for positions across the trust and report this to trustees annually
● Create a 'You Said We Did' communication as follow up from the consultation by the EDI working party

To achieve this objective, schools are advised to:
● Ensure that communication systems and practices are developed to improved understanding regarding advancement and promotions across the school.
● Participate in specific quantitative understanding in this area to design and improve understanding of unconscious bias.
● Develop and provide unconscious bias training for all leaders across the school.
● Analyse and review applications made for positions across the school and report this to governors annually

Progress we are making towards this objective:

Autumn 2024
The trust published a 'You Said We Did' communication to all staff after the initial EDURIO survey. All opportunities for promotion have been advertised across the whole trust and all its schools. Progress towards the key areas of development identified in the initial EDURIO survey is communicated termly through newsletters.

Trust Objective 3- Maximise the quality of pupil voice from a wider group of children.

Why we have chosen this objective: During the pupil voice activity no negative responses were recorded. A random selection of children were spoken to rather than the school council and parliament members who have input on forming constructive feedback and speaking truth to power. The concept of fairness and equity also needed scaffolding for the children spoken to.

To achieve this objective, the trust plan to:
● Engage pupil parliament in work focused on speaking truth to power and encouraging the pupils that they represent to develop these skills.

To achieve this objective, schools are advised to:
● Engage school councils in work focused on speaking truth to power and encouraging the pupils that they represent to develop these skills.
● Review their PSCHE curriculum content on fairness and equity.

Progress we are making towards this objective:

No planned work within year 1 of the review cycle.

Trust Objective 4- Empower staff to teach and pupils to learn about the inclusion of people with protected characteristics, in particular disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, sex, and sexual orientation.

Why we have chosen this objective: The staff survey question pertaining to which aspects of equality, diversity and inclusion staff would welcome training in. There was a clear preference for training in gender reassignment, marriage and civil partnership, pregnancy and maternity, sex, and sexual orientation. The pupil voice demonstrated that an understanding of how children with disabilities are included could be developed.

To achieve this objective, the trust plan to:
● Provide CPD for staff in gender reassignment, marriage and civil partnership, pregnancy and maternity, sex, and sexual orientation across the trust.

To achieve this objective, schools are advised to:
● Continue to develop broader universal provision for pupils with SEN and disabilities, providing increased opportunities for pupils to understand how each other's needs are met.
● Review and consult RHSE policy, ensuring adequate training provided to staff for delivery.

Progress we are making towards this objective:

Autumn 2024
The trust continues to provide for CPD in this area through its engagement with REMatters.

Trust Objective 5- Seek to understand parents' views on how they can be valued by schools and the trust and increase their engagement in expressing their views on equality, diversity and inclusion.

Why we have chosen this objective: The parent survey responses were low and broadly positive. However, the question on how valued they feel at the school was a clear outlier.

To achieve this objective, the trust plan to:
● Carry out a cycle of qualitative parent voice activities alongside the quantitative surveys.
● Ensure effective consultations are accessible to all parents for all groups
● Give clear feedback to parents of outcomes of all surveys at a trust level

To achieve this objective, schools are advised to:
● Focus upon how parents are valued within parental surveys and engagement.
● Give clear feedback to parents of outcomes of all surveys at a school level

Progress we are making towards this objective:

Autumn 2024

The trust has contributed equality questions, to address the key areas identified for parents in the initial EDI survey, to the general trust survey for parents. This streamlines the surveying of parents into one trust survey.

10. How is Equality and Social Awareness Promoted in the Trust and within the local community?

10.1. Community Cohesion

The Trust expects all its staff and pupils to act respectfully towards members of the wider communities that each school in the Trust is part of.

10.2. Inclusion

Promoting and practising inclusion in school lessons, around the school sites, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEN in the Trust's **Special Education and Disability Policy.**

The Multilingualism Leads, appointed to this area of additional inclusion entitlement, work in collaboration with class teachers throughout the school, developing strategies to help all children access the curriculum. The Multilingualism Leads may work in a class for an agreed block of time perhaps with the focus on a specific area. They will assess and review children still acquiring English as and when necessary.

10.3. Pupil voice

Through our support of student voice, we encourage our pupils to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupils from different year groups, pupils and staff as well as the wider community.

10.4. Recruitment

The Trust is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures are reviewed on a regular basis to ensure that applicants are not discriminated against in regard of the characteristics. The Trust acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel, this it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school's **Safeguarding Policy**.

10.5. Staff

10.5.1. Equal Opportunities for Staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

● all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
● staffing of the Trust reflects the diversity of our community wherever possible
● as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce
● we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice
● we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

10.5.2. Staff Discipline and Suspension

The Trust is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values is held to account through our respective **staff discipline, conduct, and grievance policies.**

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The Trust's **Performance Development Policy** provides more information on how the schools monitor staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the Trust and that they will have confidence that the Trust will deal with their grievances fully, promptly, and fairly. The Trust puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

10.6. Behaviour, Exclusions and Attendance

The Trust's behaviour policies take full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.
Please refer to each of the schools **Attendance and Behaviour Policies** for more information on the processes surrounding these topics.

11. Monitoring and Review

This **Equality Objectives and Information** policy will be reviewed every four years by the Trust Board, unless there is specific reason for it to be reviewed earlier (for example an incident involving members of the school community or new legislation).

Information will be gathered through:

Protected Characteristics	How we protect Characteristics	Promote equality of opportunity and participation	Fostering good relationships	Reduce/ eliminate discrimination
Age	Extra-Curricular activities open to full age range	●	●	●
	Personnel Policies (Staff)	●		●
	Safeguarding Policy	●		●
	All ages have access to enhanced curriculum activities	●	●	●
	Admission Policy	●	●	●
	School Leaders	●	●	●
Disability	Accessibility Plan	●	●	●
	Special Educational Needs and Disability Policy	●	●	●
	SEND Information Report and School Local Offer	●	●	●
	Adaptation	●	●	●
	Child Centred Plan review meetings	●	●	●
	Variety of SEND Provision	●	●	●
	Standard Health and Safety procedures	●	●	●
	Health and Safety Policy	●	●	●
	General Risk Assessments for all stakeholders	●		●
	Care Plans (Staff and Children)	●		●
	Education Health Care Plan	●	●	●
	Safeguarding Policy	●		●
	Admissions meetings	●	●	●
	Personnel Policies (Staff)	●	●	●
	Data collection and action plans at all levels	●	●	●
Gender Reassignment	Personnel Policies (Staff)	●		●
	Staff Code of Conduct	●	●	●
	Safeguarding Policy	●	●	●
	Schools Admissions Policy	●	●	●
	Gender Neutral adaptations to setting and uniform	●		●
	Counselling	●	●	●
	PHSCE and Relationship education	●	●	●
	Behaviour Policy	●	●	●
	Anti-Bullying policy	●	●	

Category	Policy/Area			
Marriage and Civil Partnership	Safeguarding Policy	●		●
	Personnel Policies (Staff)	●	●	●
Pregnancy, Maternity and (Paternity)	Personnel Policies (Staff)	●	●	●
	Risk assessments for relevant staff	●		●
Race	Broad and Balanced curriculum that celebrates diversity	●	●	●
	Place in modern Britain	●	●	●
	RE and Collective Worship policies	●	●	●
	Personnel Policies (Staff)	●		●
	Safeguarding Policy	●		●
	External visitors for role models	●	●	●
	Data collection and action plans at all levels	●		●
	Collection of Incidents of Racism	●	●	●
	Anti-Bullying Policy	●	●	●
	Behaviour Policy	●		●
Religion and Belief	Celebration assemblies	●	●	●
	Places of worship visits	●	●	●
	Religious observance	●	●	●
	Personnel Policies (Staff)	●	●	●
	Safeguarding Policy	●	●	●
	RE Policy – SACRE	●	●	●
	Links to the community and external visitors	●	●	●
	Anti-Bullying policy	●	●	●
	Behaviour Policy	●	●	●
Sex (Gender)	Safeguarding Policy	●	●	●
	Data collection and assessment	●	●	●
	Gender neutral policies	●	●	●
	Broad and Balanced Curriculum	●	●	●
	Personnel Policies (Staff)	●		●
	Admissions Policy	●	●	●
	Visit from external partners		●	●
	Anti-Bullying Policy	●		●
	Behaviour Policy	●	●	●
Sexual Orientation	Safeguarding Policy	●	●	●
	Personnel Policies (Staff)	●		●
	PHSCE and Relationships Education	●	●	●
	Anti-Bullying Policy	●	●	●
	Behaviour Policy	●		●

All schools within the Trust are aware that the aim to promote equality of opportunity, foster good relations and eliminate discrimination is ongoing and are proud of the achievements to date within these areas.

12. Reporting Progress

This plan will be shared with all stakeholders within the Trust and uploaded onto the Trust website and cross referenced with the school websites. Hard copies of the policy or translated versions will be provided upon request.

13. Review of Policy

As this policy is reviewed every four years the review date will next be: **Autumn 2027** (or earlier if there are any incidents that relate to, impact upon equality within the Trust or after any significant changes to a workplace, working practices or staffing).

APPENDIX A

Definitions of terms used throughout the Equality Plan

● **Biological-** Biological sex is the gender assigned at birth, depending on the appearance of the infant

● **Cohesion-** People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

● **Community -** From the school's perspective, the term 'community' has a number of meanings:
o **The school community** – the students we serve, their families and the school staff.
o **The community within which the school is located** – in its geographical community, and the people who live and/or work in that area.
o **The community of Britain** – all schools by definition are part of this.

o   **The global community** – formed by European and international links.

●   **Disability** - In the UK a person is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

●   **Diversity** Recognising that we are all different. Diversity is an outcome of equality and inclusion.

●   **Equality** -This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

●   **Equality Impact Assessment** - Equality Impact Assessments are a good measure to ensure the embedding impact of equalities and diversity. Impact assessments should be carried out covering all protected characteristics and they should identify both good practice as well as areas where your performance in ensuring diversity could be improved.

●   **Gender** - A person's gender 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.

●   **Gender Identity** -Gender identity is the gender that a person 'identifies' with, or feels themselves to be.

●   **Gender Reassignment** - A person may express their gender in a way that differs from or is inconsistent with the physical gender that they were born with. Gender Reassignment may also be known as **Gender Dysphoria**. It does not necessarily require a medical process or treatment to be undertaken. A person may simply make their intention known or may begin to dress or behave according to the gender they identify with.

●   **Inclusive** -Making sure everyone can participate, whatever their background or circumstances.

●   Multilingualism - Includes those for whom English is not their first language or their principal language at home, who are at early stages of learning English and those for whom English is a language they are fluent in or is a principal language at home but also speak other language.

●   **Pregnancy and Maternity - This** is the state that any female person of any age is in if they are or have been pregnant, have given birth within the last 26 weeks, or are breast feeding a baby who is aged 26 weeks or younger.

●   **Race** - The definition of Race is outlined in the Equality Act 2010 as one of the protected characteristics which refer to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

●   **Religion or Belief**- The term 'religion or belief' refers to a religious and/or philosophical belief, including lack of belief (e.g., Atheism). A religion must be identifiable and have a clear structure or belief system. A belief need not include faith or worship of a

god or gods, but must affect how a person lives their lives or perceives the world (e.g. Humanism)

● **Sexual Orientation** A person's sexual orientation towards (1) persons of the same sex, (2) persons of the opposite sex, or (3) persons of either sex