



Godolphin Primary School Policy Statement on Equality

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles: In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All people are of equal value.

We see all learners and potential learners, their parents and carers, staff and members of our community as of equal value:

- i) whether or not they are disabled
- ii) whatever their ethnicity, culture, national origin or national status
- iii) whatever their gender and gender identity
- iv) whatever their religious or non-religious affiliation or faith background
- v) whatever their sexual identity
- vi) whatever their age
- vii) Other characteristics - there are 9

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- i) disability, so that reasonable adjustments are made
- ii) ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- iii) gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- iv) religion, belief or faith background
- v) sexual identity.
- vi) age

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- i) positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- ii) positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- iii) mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe equalities practice in staff recruitment, retention and development.

Policies and procedures embed practice to ensure all employees and potential employees are treated equally for example in recruitment and promotion, and in continuing professional development:

- i) whatever their age
- ii) whether or not they are disabled
- iii) whatever their ethnicity, culture, religious affiliation, national origin or national status
- iv) whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- i) disabled and non-disabled people
- ii) people of different ethnic, cultural and religious backgrounds
- iii) girls and boys, women and men, and the various gender and sexual identities

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals across the Trust to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- i) disabled people as well as non-disabled
- ii) people from a range of ethnic, cultural and religious backgrounds
- iii) both women and men, and both girls and boys
- iv) people of all gender and sexual identities
- v) people across the full age spectrum

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- i) disabled people as well as non-disabled
- ii) people of a wide range of ethnic, cultural and religious backgrounds
- iii) both women and men, and both girls and boys
- iv) people of all gender and sexual identities
- v) people across the full age spectrum

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

Further information of how Godolphin Primary School demonstrates compliance with the Equality Act 2010 can be found in the Southerly Point Co-operative Multi-Academy Trust EQUALITY POLICY.

2.9.2 The objectives which we identify take into account national and local priorities and issues, as appropriate.

2.9.3 Our equality objectives are integrated into the Trust and individual School Improvement Plans as appropriate.

2.9.4 We keep our equality objectives under review and report annually on progress towards achieving them.