



Equality, Diversity and Inclusion Policy

July 2026

Approved by the Governing Body Strategy Group 08/07/26

**This Policy is due for renewal in Term 6
2026–27**

EQUALITY, DIVERSITY AND INCLUSION

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – AIMS

1.1 Aims

At Godinton Primary School we value the individuality and diversity of all members of our school community. Celebrating equality, diversity and inclusion helps to create a positive and supportive learning environment for all children and staff. It ensures that everyone feels valued, respected, and proud of their identity and has the opportunity to reach their full potential, and participate fully in school life, regardless of their background, beliefs, or abilities.

We are committed to giving all our children every opportunity to achieve the highest of standards and to be happy in their outlook to school, themselves and others. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, gender preference, race, attainment or background.

For our staff, we strive to ensure that all staff are valued, respected and treated fairly. We are committed to promoting equal opportunity for all staff and job applicants and to avoiding unlawful discrimination in employment. We encourage the hiring and retention of a diverse workforce and Governing Body which reflects our student population and who are committed to supporting the needs of all learners. We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment.

We oppose and avoid all forms of unlawful discrimination, including but not limited to:

- Pay and benefits
- Terms and conditions of employment
- Dealing with grievance and discipline
- Dismissal
- Redundancy
- Parental leave
- Requests for flexible working
- Selection for employment

1.2 Public Sector Equality Duty (PSED)

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership status
 - Pregnancy and maternity
 - Race (including colour, nationality, ethnic and national origin)
 - Religion or belief
 - Sex
 - Sexual orientation

1.3 Other Pupil and Staff Groups

As an inclusive school, we aim to ensure that equality of opportunity is a reality for our children. In addition to pupils and staff with protected characteristics as outlined above, we pay close attention to the needs of all children and staff within our school, including, but not limited to:

- Children or staff with **Special Educational Needs**
- Children in receipt free school meals
- Children or staff with **English as an additional language**
- Children who are academically more able
- Children in **Local Authority Care**
- Children with **Special Guardianship Orders**, or other court orders in place
- Children who are at risk of exclusion
- Children with low attendance
- Children and Staff with **Medical Needs**

1.4 School Values

Our school aims to promote respect for difference and diversity through having a clear set of school values, which underpin the ethos at Godinton and celebrate the inclusivity of our school.

Our School values are:

- We respect and listen to each other's views, opinions and ideas
- We love how we are all different
- We look for the best in each other and ourselves
- We are kind, friendly and thoughtful

- We are honest and take responsibility for our actions
- We help and look after each other, ourselves and our environment
- We attend school on time, every day and always try our best.
- We make sensible choices in our work and play
- We show good manners
- We are proud to be part of the Godinton family.

1.5 Links to Other Policies

This policy should be read in conjunction with the following school policies:

- Accessibility Plan
- SEN Information Report
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Racial Incident Management Policy
- Management of Assaults and Abuse (verbal and physical) of school staff
- Grievance Policy
- Whistleblowing Policy
- Children in Care Policy
- English as an Additional Language Policy
- Menopause in the Workplace Policy
- Medical Needs Policy
- Pay and Performance Policy
- Appraisal (teacher and support staff) Policy
- Recruitment and Employment of Ex-Offenders Policy
- Redundancy and Restructuring Policy

SECTION TWO – LEGISLATION AND GUIDANCE

This policy 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 Department for Education (DfE) guidance: The Equality Act 2010 and schools, 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 policy also complies with our funding agreement and articles of association.

SECTION THREE ROLES AND RESPONSIBILITIES

3.1 Roles and Responsibility of the Governing Body

The Governing Body will:

- Ensure that the equality information and objectives as set out in this policy are upheld and are published and communicated throughout the school, including to staff, pupils and parents/carers
- 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
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher
- Attend appropriate equality and diversity training as required
- Ensure that suitable consideration is given to making the school environment accessible to all
- Engage with the Headteacher in monitoring equality, diversity and inclusion at Godinton Primary School

3.2 Roles and Responsibility of the Headteacher

The Headteacher will:

- Ensure that the equality information and objectives as set out in this policy are upheld and that the needs of all staff and pupils are met
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the equality objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Identify any staff training needs, and deliver or arrange training as necessary
- Monitor the impact of our workplace policies on staff and share any anonymised results as required
- Ensure that robust and effective procedures are in place for reporting, recording, responding to and monitoring incidents of discrimination or harassment relating to staff and pupils.

3.3 Roles and Responsibility of all School Staff

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section nine.

SECTION FOUR – ELIMINATING DISCRIMINATION

We tackle discrimination through the positive promotion of equality, by challenging stereotypes and by creating an environment that champions respect for all. We believe that diversity is a strength that should be respected and celebrated by all within our school community.

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.

New staff receive training on the Equality Act as part of their induction. Refresher training is provided on a regular basis at the start of the academic year.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, in Headteacher reports to the Governing Body or in staff meetings.

The Headteacher is the member of staff with responsibility for monitoring equality issues and for sharing these with staff and Governors as appropriate.

Any allegations of harassment, abuse or assault of our staff will be dealt with in a supportive manner via the relevant school policies. Employees can use the grievance procedure to address other complaints on the grounds of equality issues.

The school's Uniform and Possessions Policy outlines how the school will support pupils in dressing appropriately for school whilst upholding religious beliefs.

We do not tolerate any form of racism or racist behaviour nor bullying, harassment or assault of any kind. The school has a separate policy for the management of racial incidents and an anti-bullying policy.

We respect the religious beliefs and practices of all members of our school community and comply with reasonable requests relating to religious observance and practice.

SECTION FIVE – ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQ+ pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Ensuring equal opportunities regarding career progression for all members of staff
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school activities)

In fulfilling this aspect of the duty, the school will:

- Analyse attainment data each academic year to identify how pupils with different characteristics are performing
- Analyse the data referenced above 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 racial or homophobic bullying)
- Monitor complaints regarding equal opportunities and the school's behaviour and anti-bullying policy so that no pupils are treated unfairly.

We believe in the benefits of a diverse workforce (including our Governing Body). When making appointments at the school, we take steps to facilitate the appointments of as diverse a workforce as possible, including, but not limited to:

- Application forms and candidate packs are available electronically and in hard copy
- Where appropriate, we will address under-representation within our workforce by including welcoming and encouraging statements in our job advertisements. For example, our adverts may say: "We welcome enquiries from everyone and value diversity in our workforce." or "Applications are welcome from all sections of the community regardless of gender, gender identity, ethnic origin, disability, age or sexual orientation."
- Job advertisements will be placed in such places and publications as to seek to increased applications from groups currently under-represented within the workforce.
- Providing suitable access arrangements for applicants to attend interview

The staff appointment process is monitored in order to prevent discrimination.

SECTION SIX – FOSTERING GOOD RELATIONS

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by, for example:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, and personal, social, health and economic (PSHE) education which form our STAR (Showing Tolerance and Respect) curriculum, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will read literature from a range of cultures, in history learn about the civil rights movement and in PSHE learn about diverse family relationships
- Making pupils aware of our behaviour and anti-bullying policies
- Ensuring staff are aware of harassment policies
- Holding assemblies dealing with relevant issues e.g racism. Children are encouraged to take a lead in such assemblies, and external speakers are invited to contribute

- Working with our local community. This includes inviting local faith groups to participate in assemblies, and organising school trips and activities based around the local community and inviting neighbours from sheltered accommodation housing to school events
- Encouraging and implementing initiatives to draw different groups of pupils within the school together. For example, our Mini Management Team (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 or disabilities, for example.
- Ensuring good representation of all groups within our school community in displays, newsletters and on the school website for example and that stereotypes are challenged.

SECTION SEVEN – MEETING THE EDUCATIONAL AND WELLBEING NEEDS OF ALL PUPILS

At Godinton Primary School, we plan a curriculum which meets the specific needs of individuals and groups of children. We do this in a range of ways, including but not limited to:

- Setting suitable learning challenges and targets;
- Providing suitable resources and making curriculum or environment modifications in order for all to be successful
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils either internally or by calling upon the support of outside agencies such as Speech and Language service as necessary
- Providing interventions, 1:1 or small group work to meet learning or pastoral needs as outlined on provision map
- Making adaptations to off site visits where practicable in order for all children to participate
- Making special access arrangements for external testing e.g. Key Stage Two SATs or PESE tests or disaplications for tests or screenings (e.g. KS2 SATs or phonics screening) if children meet the criteria as set out in statutory national guidance

SECTION EIGHT – EQUALITY CONSIDERATIONS IN DECISION MAKING

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

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

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

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.

SECTION NINE – EQUALITY OBJECTIVES

As a school, we are required to publish equality information every year. The school has chosen 31st March as the date by which this must be achieved each year. To meet the requirements of the PSED, we must set at least one equality objective once every four years. Equality Objectives at Godinton Primary School were last set in March 2026.

OBJECTIVE ONE

To deliver an enriching curriculum and wider experiences, with access to multicultural resources, designed to reduce prejudice and to increase the children's understanding and appreciation of diversity and equality.

Why we have chosen this objective: A rich multicultural curriculum and one which explores diversity and equality through a range of subject areas such as PSHE, history and English will ensure that our children are able to challenge stereotypes and have positive attitudes towards disability, sexuality, ethnicity and cultural differences.

To achieve this objective, we plan to: Review how diversity is reflected within our curriculum content and in the resources we use. Amendments will be made and resources purchased to ensure that coverage can be delivered effectively. We will review the texts used in English lessons and the books which children have access to, in order to ensure that they are reflective of our school community and promote positive images of diversity. We will explore wider opportunities outside the curriculum to give children additional experiences which challenge stereotypes; this may include visits to places of worship or visitors coming into school.

Progress we are making towards this objective:

- A review of how diversity is represented in our curriculum has been completed
- Reviews of our PSHE and RSE curriculums have been completed to ensure compliance with statutory expectations
- Purchase of practical, hands-on RE resources to enhance the teaching of multicultural topics

OBJECTIVE TWO

To raise levels of attainment in core subjects for all vulnerable learners and to reduce attainment gaps between disadvantaged and non-disadvantaged children.

Why we have chosen this objective: To narrow the gap in attainment between disadvantaged and non-disadvantaged pupils and to ensure that all children achieve their full potential.

To achieve this objective, we plan to: To develop improved tracking methods to track attainment of disadvantaged pupils. To look at the ways in which our curriculum can be adapted further in order to support all learners to make progress e.g. support materials, interventions etc.

Progress we are making towards this objective:

- Setting up of data on Arbor to assist with tracking and data analysis
- Staff meeting time allocated to explore different ways of providing curriculum adaptations in reading, writing and maths.

OBJECTIVE THREE

To monitor and analyse pupil achievement by gender, SEN and pupil premium and act on any trends or patterns in the data that require additional support for pupils.

Why we have chosen this objective: To narrow the gap in attainment between all groups of pupils and to ensure that all children achieve their full potential.

To achieve this objective, we plan to: To develop improved tracking methods to track attainment of core groups of pupils with a view to identifying any patterns or trends. To look at the ways in which our curriculum can be adapted further in order to support all learners to make progress e.g. support materials, interventions etc.

Progress we are making towards this objective:

- Setting up of data on Arbor to assist with tracking and data analysis
- Staff meeting time allocated to explore different ways of providing curriculum adaptations in reading, writing and maths.

OBJECTIVE FOUR

To ensure that the school has robust measures in place to reduce prejudice-related bullying in relation to the protected characteristics listed in the Equality Act 2010.

Why we have chosen this objective: We want all our children to feel part of our school community, to feel that they have a voice and to feel valued. Our school values are central to everything we do in school and clear processes and expectations regarding bullying ensure that these values are upheld to the benefit of all.

To achieve this objective, we plan to: Review relevant policies (e.g. racial incident management and antibullying) to ensure that they are fit for purpose and contribute towards eliminating any form of bullying within the school. We will review our PSHE curriculum to

ensure that the impact of bullying in all forms is taught and so that the children have a clear understanding of the expectations in how they treat each other and what they should do if they are the victim of bullying or if they should see someone bullying someone else.

Progress we are making towards this objective:

- New Equality, Diversity and Inclusion Policy in place.
- Review of racial incident management procedures and policy. New processes introduced to follow up any racial incidents.
- Review of PSHE curriculum to ensure that anti-bullying (in all forms e.g. online, racial and homophobic) is firmly embedded.

SECTION TEN – MONITORING

The Headteacher will update the equality information we publish, (described in sections 4 to 7 above), at least every year.

This document will be reviewed and approved by The Strategy Group of the Governing Body annually, to ensure continued compliance with the Public Sector Equality Duty.