

# INNOVATIVE OPPORTUNITIES LTD

## Equality statement

At **Innovative Opportunities** we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the organisation, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the organisation feel proud of their identity and able to participate fully.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

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 orientation and identity.

We welcome our duty 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.

### **We uphold and champion the belief that**

All learners are of equal value. We value all learners and potential learners, and their parents and carers, equally whether or not they are disabled whatever their ethnicity, culture, national origin or national status whatever their gender, gender identity or gender expression whatever their religious or non-religious affiliation or faith background whether or not they have special educational needs whatever their sexuality or sexual identity whatever their income or social class

We recognise and respect differences. 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: disability, so that reasonable adjustments are made ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised gender, so that the different needs and experiences of girls and boys, and women and men, are recognised gender identity, so that the needs of trans\* and non-binary students and staff are recognised and understood religion, agnosticism, atheism, belief or faith background sexual orientation or identity special educational needs social class or income.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote: positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people respect for people of all ages 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 mutual respect and good relations irrespective of gender, gender identity or gender expression, and an absence of sexual, homophobic and transphobic harassment.

We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development: whether or not they are disabled whatever their age whatever their ethnicity, culture, beliefs, national origin or national status whatever their gender, gender identity or sexual identity, and with full respect for legal rights relating to pregnancy and maternity whatever their socio-economic background or position.

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: disabled and non-disabled people people of different ethnic, cultural and religious backgrounds people from different language backgrounds people of different genders or gender identities people with different sexual identities people of different social or economic backgrounds

We consult and involve widely. We engage with a range of groups and individuals 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, where possible, involve: disabled as well as non-disabled people, students with special educational needs people from across the age range people from a range of ethnic, cultural and religious and non-religious backgrounds people of different genders and

gender identities people with different sexual orientations and identities people from different socio-economic backgrounds.