

INCLUSION, DIVERSITY and EQUALITY POLICY



Gateway Federation of Gorsley Goffs Primary School, Lea Church of England Primary School and Gateway Lodge Nursery

Written by	Executive Headteacher
Reviewed	01/02/2026 S Manning
Date of next Review	February 2029
Approved by	SLT 4/2/2026

Links with other policies

<ul style="list-style-type: none">• SEND
<ul style="list-style-type: none">• Safeguarding and child protection
<ul style="list-style-type: none">• Anti Bullying
<ul style="list-style-type: none">• Behaviour
<ul style="list-style-type: none">• Health and Safety
<ul style="list-style-type: none">• Whistleblowing

1. Vision and Values

The Gateway Federation is committed to a welcoming and inclusive ethos where "Everyone Counts (Lea)" and "Flourishing Together (Gorsley)". Our Christian foundations inspires us to provide a safe, nurturing place where every individual, however small, can reach their potential.

2. Legal Framework

This policy is underpinned by the Equality Act 2010. The Federation complies with the Public Sector Equality Duty (PSED), which requires us to:

1. Eliminate unlawful discrimination, harassment, and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people of all backgrounds.

Protected Characteristics: We ensure no one is discriminated against based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

3. Adaptive Teaching and the Curriculum

To ensure all children reach their academic potential, we utilize a consistent approach to Adaptive Teaching using the 'keep up not catch up' approach where possible.

- **Curriculum Drivers:** Our curriculum is driven by Resilience, Curiosity, Aspiration, and Independence.
- **Scaffolding for Success:** We ensure the same learning objective for all children where applicable, using scaffolding and manipulatives to support development regardless of age or ability.
- **High Expectations:** We maintain high aspirations for all, providing pre-teach sessions and addressing misconceptions promptly to ensure no child is left behind.

4. Daily Operational Sensitivities

To ensure inclusion in daily school life, staff should adhere to the following:

- **Inclusive Materials:** Teachers must ensure classroom materials are not racist or sexist in nature and also provide positive images of ethnic minorities.
- **Religious Uniform Sensitivity:** While school uniform regulations apply to all, the school will deal with cases where religion affects uniform sensitively and with respect for cultural traditions.
- **Curriculum Design:** Schemes of work and the choice of topics must be guided by this policy to ensure sensitive issues are approached appropriately.

5. Inclusive Environment and Behaviour

Our schools are designed to be "clean, tidy, and organised" to aid independence and reduce barriers to learning.

- **Behaviour Expectations:** We follow a positive behaviour policy—‘Be Ready, Be Respectful, Be Safe’.
- **Whole School Rewards:** House points lead to inclusive whole-school rewards, ensuring every child contributes to and shares in collective success.
- **Accessibility:** Classrooms are arranged with clearly labelled resources to support those with SEND or those requiring additional support (e.g., sound cards, coloured print).

6. Governance and Accountability

The Governing Body and Senior Leadership Team (SLT) hold the primary responsibility for ensuring these principles are enacted through the following measures:

- **Annual Reporting:** The Executive Headteacher or Head of School will report to the governors on an annual basis regarding the effectiveness of this policy.
- **Progress Monitoring:** Governors will monitor the progress of pupils from minority groups, comparing their performance against school-wide assessment data to ensure equity.
- **Complaint Handling:** The school will take into serious consideration any complaints regarding equal opportunity issues raised by parents, staff, or pupils.
- **Accessibility Planning:** The school maintains a specific Accessibility Plan to ensure the environment remains inclusive for those with disabilities.

7. Fair Recruitment and Employment

To ensure the Federation remains a fair employer, the following protocols are in place:

- **Safer Recruitment:** The Executive Headteacher and at least one member of the governing body are fully trained in Safer Recruitment.
- **System Fairness:** All recruitment, promotion, and training systems are designed to be fair to all, providing equal opportunities for every staff member to achieve their potential.
- **Disability Non-Discrimination:** The governing body ensures that applicants with disabilities are not discriminated against during the application or employment process.

8. Anti-Racism and Incident Reporting

The Federation maintains a zero-tolerance stance toward racism and prejudice:

- **Immediate Action:** Should a racist incident occur, the school will act immediately to prevent repetition.

- **Support for Victims:** We will follow county guidelines to support victims of racism and to tackle those exhibiting racist behaviour.
- **Internal Reporting:** Staff are required to inform the Head of School or Executive Headteacher of any incidents of prejudice or racism they witness, this is recorded on MyConcern.

9. Staff and Community Responsibility

Safeguarding and equality are the responsibility of every staff member.

- **Role Models:** Staff must uphold the school vision and act as role models, demonstrating professional conduct and respect for diversity at all times.
- **Effective Deployment:** Teaching Assistants (TAs) are briefed to support individuals in a way that promotes independence while ensuring they can engage fully in the class ethos.
- **Monitoring:** Subject leaders and the Senior Leadership Team (SLT) conduct regular learning walks and work scrutiny to ensure consistency in challenge and support across all pupil groups.