

St Gabriel's C of E
Primary School



Inclusivity, Equality & Diversity Policy

2026 – 2027



St Gabriel's Christian ethos underpins every aspect of its policy and practice.

Our St Gabriel's family nurtures every child to develop a sense of self-belief, giving them **courage** to take risks in a bid to be the best that they can be. They develop **friendship** and **respect** for each other. They are surrounded by God's **love**, guiding them to offer **forgiveness** for those who may do wrong against them.

They do this knowing that Jesus is by their side, guiding them to flourish, as they follow their chosen path.



Philippians 4:13

I can do all things through Christ who gives me strength.

Our Christian vision encompasses our Christian values.

Our key values are **love**, **forgiveness**, **respect**, **friendship** and **courage**.

They underpin everything that we do at St Gabriel's.



Love



Forgiveness



Respect



Friendship



Courage

1. Our Commitment

At St Gabriel's CE Primary School, we believe that every child is unique, valued and entitled to a high-quality education in a safe, welcoming and inclusive environment.

We are committed to creating a school community in which everyone is treated with dignity and respect, differences are recognised and celebrated, and all children are supported to achieve their full potential.

We will not tolerate discrimination, harassment, victimisation, prejudice, bullying or unfair treatment.

Our approach is based on the principle that equality does not always mean treating everyone identically. Children may require different support, adaptations or resources in order to have equitable opportunities to participate, learn and succeed.

This policy applies to pupils, staff, governors, volunteers, parents, carers and visitors.

2. Legal and Statutory Framework

This policy should be read alongside the school's other relevant policies and procedures, including safeguarding, behaviour, anti-bullying, SEND, accessibility, complaints and recruitment policies.

The school has regard to the requirements of the Equality Act 2010 and associated guidance. The Act protects people from discrimination relating to protected characteristics.

The school also has regard to statutory SEND guidance and the SEND Code of Practice: 0 to 25 years, supporting children with special educational needs and disabilities to participate fully in education.

Safeguarding and inclusion are closely connected. Staff must follow the school's safeguarding procedures and the current Keeping Children Safe in Education guidance. KCSIE 2026 emphasises a child-centred approach, acting promptly on concerns and ensuring children receive the right help at the right time.

3. Aims

We aim to:

ensure that every child feels safe, respected, valued and included; provide equality of opportunity for all pupils; remove or reduce barriers to learning and participation; recognise and celebrate diversity within our school and wider community; challenge stereotypes, prejudice and discriminatory behaviour; ensure that discrimination is identified and addressed promptly; provide appropriate support and reasonable adjustments where required; ensure that the curriculum reflects the diversity of society; promote positive relationships between children, families and staff; involve pupils and families in decisions that affect them where appropriate; ensure that school policies and practices promote inclusion and equality.

4. Protected Characteristics

The school recognises the protected characteristics identified by the Equality Act 2010:

age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

The school will ensure that its policies, practices and decisions comply with its legal responsibilities and will take appropriate action where discrimination occurs.

5. Inclusive School Culture

Inclusion is the responsibility of the whole school community.

We will:

use respectful and inclusive language; listen to children's views and experiences; teach children to respect differences; challenge stereotypes and assumptions; encourage pupils to develop empathy and understanding; ensure that displays, books, resources and examples reflect a diverse range of people and experiences; celebrate appropriate cultural, religious and community events; ensure that no child is excluded from learning or school activities because of avoidable barriers; work positively with parents and carers.

We recognise that children may experience multiple or overlapping barriers to participation. Staff will consider the individual circumstances and needs of each child.

6. Curriculum and Teaching

The curriculum will promote equality, respect and understanding.

Teachers will:

provide accessible learning opportunities; adapt teaching and resources where appropriate; use a range of teaching strategies to meet different learning needs; avoid stereotypical assumptions about pupils; provide positive and diverse role models; ensure that pupils can see themselves and people from different backgrounds represented appropriately; challenge discriminatory or prejudicial language; teach children about respectful relationships, differences and citizenship in an age-appropriate way.

The school will seek to ensure that pupils are not disadvantaged by disability, race, religion or belief, sex or other protected characteristics.

7. Special Educational Needs and Disability

The school is committed to an inclusive approach to supporting pupils with SEND.

We will:

identify additional needs as early as possible; work closely with pupils and their parents or carers; work with the SENCO and relevant external professionals where appropriate; make reasonable adjustments where required; adapt the curriculum, teaching approaches, resources and environment where appropriate; consider accessibility when planning activities, trips and events; monitor the participation, progress, attendance and wellbeing of pupils with SEND.

The school's approach will reflect the principles of the SEND Code of Practice.

The school will also consider physical accessibility and environmental barriers. Current DfE guidance encourages mainstream settings to identify and implement practical adaptations that improve inclusion and accessibility.

8. Race, Culture and Ethnicity

We celebrate the cultural and ethnic diversity of our school community.

We will:

challenge racism and racial stereotypes; ensure that racial or cultural discrimination is taken seriously; provide opportunities for pupils to learn about different cultures and communities; ensure that curriculum resources represent diverse experiences appropriately; respond promptly to racist language, bullying or harassment; work with families and relevant professionals where concerns arise.

Racist behaviour will be dealt with in accordance with the school's behaviour and anti-bullying procedures.

9. Religion and Belief

The school respects the different religious and non-religious beliefs represented within the school community.

We will:

teach pupils about different faiths and worldviews appropriately; respect pupils' religious observances where reasonably practicable; consider dietary, clothing and other reasonable requirements; avoid presenting one belief system as inherently superior to another; challenge religious prejudice and discrimination.

The school will maintain an inclusive approach while fulfilling its statutory responsibilities relating to religious education and collective worship.

10. Sex, Gender and Sexual Orientation

The school will promote respect and dignity for all pupils and families.

We will:

challenge sexism, sexist stereotypes and discriminatory language; ensure that pupils have equal opportunities to participate in school life; avoid unnecessary gender stereotyping; ensure that behaviour concerns involving discriminatory language are addressed appropriately; provide age-appropriate education about respectful relationships and personal development in accordance with statutory requirements and school policy.

Where a child raises sensitive concerns about sex, gender or identity, staff will respond calmly, sensitively and in accordance with current statutory guidance, safeguarding procedures and the school's relevant policies.

11. Socio-Economic Inclusion

The school recognises that financial circumstances can create barriers to participation.

We will seek to ensure that no child is unnecessarily excluded from school life because of their family's financial circumstances.

Where appropriate, the school will consider:

access to school trips and activities; access to uniform and essential equipment; participation in enrichment activities; access to learning resources; access to pastoral and wellbeing support; support available through pupil premium or other appropriate funding.

Families experiencing financial difficulty should be encouraged to speak confidentially with an appropriate member of staff.

12. Bullying, Harassment and Discrimination

The school has a zero-tolerance approach to bullying, harassment and discriminatory behaviour.

This includes behaviour based on:

disability or SEND; race or ethnicity ;religion or belief; sex;sexual orientation; gender or gender identity; appearance; family circumstances; socio-economic circumstances; any other characteristic or perceived difference.

Concerns will be taken seriously, recorded appropriately and investigated in accordance with the school's behaviour, anti-bullying and safeguarding procedures.

Where behaviour may indicate a safeguarding concern, staff must follow the school's safeguarding procedures and report concerns without delay. KCSIE 2026 requires staff to act immediately on safeguarding concerns and report them through the appropriate safeguarding arrangements.

13. Accessibility

The school will seek to make its buildings, facilities, communication and learning environment accessible wherever reasonably practicable.

This may include:

physical adaptations; accessible formats; visual or communication support; assistive technology; adjustments to classroom environments; adaptations to school activities and trips; individual arrangements for pupils with additional needs.

The school will review accessibility arrangements regularly and consider the needs of current and prospective pupils.

14. Staff Responsibilities

All staff are expected to:

model inclusive and respectful behaviour; treat pupils, colleagues and families fairly and with dignity; challenge discriminatory behaviour appropriately; identify barriers to participation and learning; make appropriate adjustments; report safeguarding or discrimination concerns; follow the school's policies and procedures; maintain appropriate confidentiality.

The headteacher and senior leadership team are responsible for ensuring that inclusion and equality are embedded throughout school practice.

The SENCO has responsibility for coordinating SEND provision in accordance with the school's SEND policy and statutory guidance.

Governors are responsible for providing appropriate oversight and ensuring that the school meets its equality responsibilities.

15. Pupil Voice

We believe that children should have opportunities to express their views about their school experience.

The school will use appropriate methods such as:

pupil surveys; school councils; class discussions; individual conversations; wellbeing activities; feedback following school activities.

Children will be encouraged to report concerns about bullying, discrimination or exclusion to a trusted adult.

16. Parents and Carers

We recognise parents and carers as important partners in creating an inclusive school.

We will:

communicate respectfully and appropriately with families; provide accessible information where reasonably possible; listen to concerns; work collaboratively to support children's needs; signpost families to appropriate support where necessary; ensure that complaints or concerns relating to discrimination are handled fairly and promptly.

17. Recruitment and Staff Development

The school is committed to fair and inclusive recruitment and employment practices.

Staff will receive appropriate training and guidance to help them:

understand equality and inclusion; recognise and challenge discrimination; support pupils with SEND; understand safeguarding responsibilities; promote an inclusive curriculum and school environment.

18. Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

behaviour and bullying records; attendance data; exclusions and suspensions; participation in school activities; pupil progress and attainment; SEND information; pupil, staff and parent feedback; complaints and concerns; equality-related incidents; review of curriculum resources and school practices.

Where monitoring identifies inequalities or barriers, the school will take appropriate action.

19. Reporting Concerns

Any pupil, parent, carer or member of staff who believes that discrimination, harassment, bullying or unfair treatment has occurred should report the concern to an appropriate member of staff.

Concerns will be dealt with sensitively and in accordance with the relevant school policy.

Safeguarding concerns must be reported immediately in accordance with the school's safeguarding and child protection procedures.

20. Review

This policy will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance or school practice.

The school will ensure that the policy remains consistent with current requirements and guidance.

Useful current guidance

The policy should sit alongside the school's other statutory and operational policies. In particular, the current DfE material includes the 2026 Equality Act Code of Practice, the SEND Code of Practice, and KCSIE 2026.

Equality Act 2010: Code of Practice 2026

Keeping Children Safe in Education 2026

SEND Code of Practice: 0 to 25 years