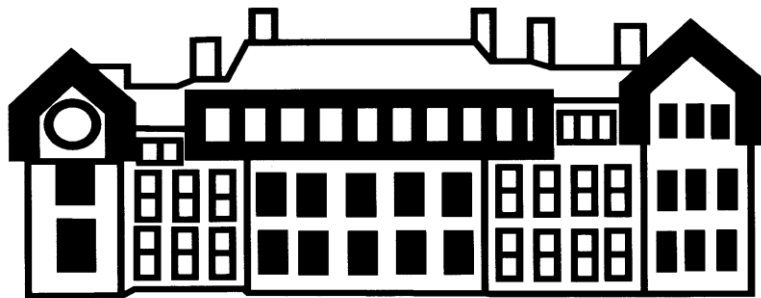


GORDON



SCHOOL

Equality, Diversity & Inclusion Statement

Gordon Primary School is a **welcoming**, **safe** and **inclusive** place **where everyone belongs**. We all show respect for each other. We are:



safe



kind



inclusive

Everyone benefits from a positive school culture, and **everyone has their part to play** - thank you for playing yours.

Equality, Diversity and Inclusion Statement

1. The Purpose of this statement

The purpose of this statement is to provide clarity on:

- the school's legal responsibilities in relation to the duties set out in the Equality Act 2010;
- how all members of the school community should respond to and behave within the Equality Act 2010;
- the terms used in the Act and in relation to the Act;
- how we acknowledge and celebrate the equality, diversity and inclusion of all stakeholders within the school community.

2. The Equality Act 2010 and the Public Sector Equality Duty

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It means that schools cannot unlawfully discriminate against pupils, families, carers, staff, governors and other visitors to the school because of any protected characteristics that they have.

The Public Sector Equality Duty (PSED) requires public bodies – including schools – to demonstrate that they are acting on equality in policy-making, the delivery of services and in employment. The PSED requires public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also to actively advance equality.

The school's general duties, with regard to equality, are to:

- eliminate discrimination, harassment, and victimisation;
- foster good relationships;
- advance equality of opportunity.

Under the specific duties of the PSED, the school also commits to publishing equality information annually to demonstrate compliance, and to formulating and publishing specific, measurable equality objectives at least every four years.

Actions we take to comply with the PSED

Eliminating discrimination

- Ensuring school leaders and the governing body actively consider equality when developing, implementing and reviewing policies.
- Discussing equality, diversity and inclusion regularly as a staff team and with the governing body.
- Providing equality and inclusion training for all staff.

Fostering good relationships

- Designing a curriculum that promotes tolerance, friendship, and an understanding of a range of religions and cultures.

- Raising pupil awareness of our values – resilience, empathy, ambition, curiosity and honesty.
- Involving all members of the school community (and where possible, the local community) in events, consultation and policy making.

Advancing equality of opportunity

- Embedding a high-quality curriculum that fits the needs of all pupils.
- Reviewing and evaluating the achievements of all pupils and providing targeted support to enable all pupils to be successful.
- Implementing initiatives designed to promote equality for particular groups.

3. Protected Characteristics

The Equality Act 2010 identifies characteristics which must not be used as a reason to treat some people worse than others. Reasonable adjustments can be made to address needs relating to protected characteristics.

The protected characteristics are:

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

4. Sensitivity regarding protected characteristics

It is important to be sensitive to the possibility that a person might have a protected characteristic that cannot be seen. All members of the school community should be treated with respect. This includes not making jokes or derogatory comments about protected characteristics. Whether or not they are personally affected, another person may find such remarks upsetting and offensive. This may be classified as harassment.

5. What is meant by discrimination?

Discrimination under the Equality Act 2010 means that one person is treated worse than someone else because they have (or are perceived to have) one or more protected characteristics.

Direct discrimination: Arises when an action is taken which is deliberately intended to treat a person worse because of a protected characteristic. An example of this might be the allocation of tasks to a staff member based solely on their sex.

Indirect discrimination: Arises when a provision, criterion, or practice is in place which has a worse impact on someone because of a protected characteristic, and

the school cannot objectively justify it. An example of this might be disciplining a disabled pupil for breaking a rule on punctuality despite their mobility being adversely affected.

Discrimination by association: Protects people who are associated with a person who has a protected characteristic. An example of this is refusing to appoint an applicant because they have a disabled child, based on an assumption that this will impact their attendance.

Discrimination by perception: Protects people who are discriminated against because it is assumed they have a protected characteristic, whether that assumption is correct or not.

6. What is meant by harassment?

Harassment under the Equality Act 2010 occurs when there is unwanted behaviour related to a protected characteristic that has the purpose or effect of:

- violating a person's dignity; or
- creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Unwanted behaviour

Unwanted behaviour can include: spoken or written words or abuse, imagery, graffiti, physical gestures, facial expressions, mimicry, jokes, pranks, acts affecting a person's surroundings or other physical behaviour.

For unwanted behaviour to breach the Equality Act 2010, it must be related to a protected characteristic. If the recipient does not have the protected characteristic, the behaviour could still be classed as harassment if a third party is offended by unwanted behaviour relating to a protected characteristic.

7. What is meant by victimisation?

Victimisation occurs when someone is treated badly or subjected to a detriment because they have complained about discrimination, or supported someone else in doing so. Victimisation is against the law.

Protection covers anyone, whether or not they have a protected characteristic, if they carry out a protected act (such as making a complaint or giving evidence in relation to discrimination) and are then treated unfavourably, unfairly or unkindly. An example of this might be the ill-treatment of a pupil because their parent has complained that the child's disability has not been acknowledged, respected, or supported.

8. Reasonable adjustments

Some people's needs in relation to their protected characteristics require reasonable adjustments to remove barriers. For pupils, this ensures equal access to their education; for staff, this ensures they can fulfil their contractual obligations.

9. The duty to make reasonable adjustments for disabled people

Schools have a legal duty to make reasonable adjustments for disabled people. This may involve treating disabled pupils more favourably than non-disabled pupils where necessary. The duty contains three key requirements when a disabled person would otherwise be placed at a substantial disadvantage compared to non-disabled individuals:

- **Changing provisions, criteria, or practices** (e.g., adapting a school uniform rule that a disabled pupil cannot manage independently).
- **Addressing physical features of the premises** (e.g., adjusting height-adjustable tables and desks so a wheelchair user can sit comfortably).
- **Providing auxiliary aids and services** (e.g., installing specialist screen-reading software or providing targeted support).

The reasonableness of adjustments must be carefully considered alongside the overall impact on the school. The local authority is responsible for ensuring suitable school provision across the borough while taking account of pupils' disabilities and parental preferences. It may not be deemed a reasonable adjustment to install an elevator in a multi-storey listed building if suitable local alternatives exist; however, accessibility must be embedded in all new building works.

10. Accessibility plan

All schools must develop and maintain a written **Accessibility Plan** designed to:

- increase disabled pupils' participation in the curriculum;
- improve the physical environment of the school to increase access;
- improve the delivery of written information to disabled pupils and their parents/carers.

11. Positive action

Positive action refers to proportionate steps the school is permitted (but not strictly required) to take to support or encourage groups of people who share a protected characteristic. An example of this is encouraging boys to run for School Council if data shows that council representation is predominantly female despite a balanced student body. The final voting process remains open and equal to all candidates.

Positive action is not the same as positive discrimination. Positive discrimination involves favouring someone solely because of a protected characteristic even if they are less qualified, which remains unlawful in the UK.

12. What does the Equality Act 2010 mean for pupils?

The school and any of its representatives must not discriminate against, harass, or victimise a pupil in relation to:

- admissions and enrolment;
- the provision of education;

- access to any benefit, facility, or service;
- suspensions, exclusions or disciplinary measures.

The Equality Act 2010 applies across all aspects of school life, including:

- teaching and learning, classroom organisation, and pupil grouping;
- homework, assessment, and exam arrangements;
- school facilities, lunchtimes, breaks, and school meal services;
- extra-curricular activities, drama groups, sports, clubs, and school trips;
- praise, rewards, discipline, suspensions, and permanent exclusions;
- school uniform policies, anti-bullying procedures, and pastoral guidance;
- transitions to the next phase of education and collaboration with external agencies and parents/carers.

13. What does the Equality Act 2010 mean for staff?

Equality of opportunity and non-discrimination extend to all staff members. The school does not discriminate against existing staff or job applicants based on protected characteristics.

All staff members are obliged to act in accordance with the school's equality policies.

All staff appointments, promotions, and professional development opportunities are made on the basis of merit, competence, and suitability in compliance with employment law. However, we remain conscious of the positive impact that a diverse staff body brings in reflecting our wider community.

The highest standards of conduct are expected from all employees. Where disciplinary or grievance procedures are necessary, they are applied without direct or indirect prejudice, ensuring fair and consistent treatment across all warnings or outcomes.

14. How we build a culture of equality, diversity and inclusion

We actively reflect pupil diversity in our curriculum planning, learning resources, and classroom activities, ensuring materials positively promote diversity rather than merely avoiding stereotypes. We adapt learning strategies to support pupils with additional needs and integrate research-informed practice into our teaching.

We utilise assemblies, subject lessons, and calendar events to raise awareness of key historical and social contexts. These include Black History Month, International Women's Day, LGBT+ History Month, Pride, major religious festivals, neurodiversity acceptance, and disability awareness.

15. Failure to meet the requirements of the Equality Act 2010

Effective staff training is critical to ensuring all teaching and support staff understand their duties under the Act. Equality, diversity, and inclusion are core elements evaluated during Ofsted inspections.

If a staff member, parent or visitor feels that discrimination, harassment or victimisation has occurred, they should raise the issue with the Headteacher. If the concern relates to the Headteacher, it should be addressed directly to the Chair of Governors.

Complaints will be formally investigated in accordance with the school's Complaints Policy.

16. Evaluation, review and statutory reporting

To maintain compliance, the school regularly reviews its practices, policies and procedures. Issues relating to equality are routinely addressed during policy reviews. This policy will be reviewed annually by the Governing Body. In accordance with the PSED specific duties, the school will also publish updated equality data annually and review its published equality objectives every four years.

Ratification date: October 2026

Review date: October 2029

Agreed: Jason Taylor (Headteacher)

Agreed: Lynsey Christini-Clay (Chair of Governors)