



GEORGE ABBOT SCHOOL

Policy Title:	Equality, Diversity and Inclusion Policy	
Author:	Deputy Headteacher	
Date of most recent review:		Autumn 2025
Date of next review:		Autumn 2026
School Mission Statement: Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

This policy takes into consideration our duties under the following Acts/former or repealed Acts:

- Race Relations Act 1976 as amended by the Race Relations Act 2000.
- Every Child Matters Green Paper 2003.
- Disability Discriminations Acts 1995 and 2005.
- Sex Discrimination Act 1975 as amended by the Equality Act 2006.
- Education and Inspections Act 2006 – our duty to promote community cohesion.
- Equality Act 2010 and Public Sector Equality Duty (PESD).

This policy underpins the school’s philosophy of belonging, inclusion and equality.

This policy should be read in conjunction with other school policies and guidelines that set out how the school will aim to remove barriers to learning for all in our community.

Background Information

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). This applies to all public sector bodies including schools and academies. The Act extends the equality duties to all the following protected groups:

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

The PSED must be integrated into the carrying out of school functions and the analysis necessary to comply with the duty, has to be carried out seriously, rigorously and with an open mind.

Specific obligations under Public Sector Equality Duty

- Eliminate discrimination 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 it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Equality Objectives 2024/2025

We recognise that a policy is only of use if it results in positive action. Each year the School Development Plan (SDP) is reviewed and specific actions agreed to implement or develop school policies and procedures, including those relating to our duties set out in the Equalities Act 2010. The school's 2025/2026 objectives, in relation to this areas, are:

- To ensure every student is known, valued and supported.
- To embed effective intervention
- To establish belonging and motivation for all students
- To know each student as an individual and teach from the right starting point
- To ensure that the Pupil Premium Strategy is first priority
- To generate equal participation across the enrichment and student leadership offer
- To improve access to careers education for the most vulnerable cohorts

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice and bullying and there is guidance in the Staff Handbook on how such incidents should be dealt with. Incidents of bullying and racism are reported to the Local Governing Body and the school complies with our duties to report racial incidents to the Local Authority.

The school's anti-bullying policy is given to parents when their children join the school and can be found on the school website. Issues relating to prejudice, diversity and bullying are considered within the school programme for Personal and Social Education.

Roles and responsibilities

The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. The Chair of Governors has a watching brief regarding the implementation of this policy.

The **Headteacher** is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All **staff** are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Remove or minimise disadvantages suffered by people which are connected to a particular characteristic they have.
- Take steps to meet the particular needs of people with a protected characteristic.
- Encourage people who have a particular characteristic to participate fully in any activities.
- Deal with any prejudice or bullying that may occur according to school guidelines.
- Identify and challenge bias and stereotyping in the curriculum.
- Support students in the school for whom English is an additional language.
- Keep up to date with the law on discrimination and take up training and learning opportunities.
- The policy is available to staff, parents and governors on the school website.

Pupils must be encouraged to recognise that they have a role and responsibility to themselves and others so they understand and are able to:

- Promote equality, inclusion, diversity and good community relations.
- Challenge inappropriate language and behaviour.
- Tackle bias and stereotyping.
- Work to promote anti bullying strategies.
- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.
- Regard people of all faiths, races and cultures with respect and tolerance.

- Support the school's approach and commitment to equality.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice. We recognise the December 2023 letter, from RT HON Kemi Badenoch MP (Minister for Women and Equalities, Secretary of State for Business and Trade and President of the Board of Trade) which references the recent hostility towards the Jewish community and rise of anti-Muslim hatred. Badenoch states that it is 'particularly important that public authorities take their duty to have due regard to the need to foster good relations seriously. Now more than ever, we need to see public authorities providing leadership in reducing prejudice and increasing understanding between different groups of people.'

Teaching and the curriculum

Teaching materials will reflect the variety of lifestyles and cultures in Britain according to the demands of the subject, and will aim to broaden students' knowledge and experience of world cultures. Teachers will be expected to challenge negative stereotypes based on disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class, pregnancy or motherhood, gender reassignment, status as a carer, or perceived ability, through their teaching. To develop our focus on equality, diversity and inclusion – with a specific focus on developing character education; improving approaches to safeguarding and behaviour with regard to prejudice-related incidents and maximising pastoral and curriculum opportunities, for teaching and learning, in the field of EDI. This includes, for example, ensuring that specific events, such as Black History Month and Holocaust Memorial Day have dedicated tutor activities; reviewing the English literature curriculum to ensure that a diverse range of authors feature across each key stage and directing academic leads to review their curriculums to ensure that a degree of Social, Moral, Spiritual and Cultural learning and content features within each subject.

Recruitment

Recruitment and appointment of staff will be carried out in accordance with legal requirements and equality practice. No candidate will be discriminated against on the grounds of their disability, gender, sexual orientation, religion, belief, race, ethnicity, nationality, social class, gender reassignment, or status as a parent or carer. Selection for posts will be based on clear job description and person specification. Interview questions will be strictly job-related. Questions related to health will be asked, via questionnaire. Job sharing and proportional contracts will be considered where consistent with the operational needs of the school. Applicants with disabilities or from ethnic minority groups will be encouraged to apply for internal and external posts. We will always appoint the strongest candidate for the post. Staff training and development programmes will be offered based on objective assessment of need and appropriateness, and without discrimination. Should a staff member with a disability identify that their working environment or resources need to be adapted to accommodate their disability, then the requirement will be investigated and reasonable adjustments made wherever possible.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and evaluation

1. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
2. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language; gender and any other protected group.
3. To review good practice, we make use of a range of auditing schedules.
4. To meet the requirements of the Equalities Act 2010 we publish information and data required by the Equalities Act 2010 within the school's Self Evaluation Framework (SEF) and specific objectives within the School Development Plan. School objectives that relate to our Public Sector Equality Duty will be published on the school website.

Equality, Diversity and Inclusion Overview – 2025/26

School Mission Statement

Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.

Contextual Data – as of 25/11/25

Ethnicity	Whole School
White - British	1228
Indian	32
Any Other Asian Background	57
White and Asian	52
Pakistani	21
Any Other Ethnic Group	27
White European	80
White and Black African	28
Chinese	68
Not Yet Obtained	5
Black - African	12
White - English	41
Any Other White Background	18
Asian - British	5
Arab	6
White and Any Other Ethnic Group	3
Bangladeshi	9
White and Indian	2
Asian and Chinese	8
Hong Kong Chinese	14
Other Asian	1
White and Black Caribbean	12
White - Welsh	1
Other White British	6
White and Chinese	4
Turkish	2
Nepali	2
Iranian	2
Any Other Mixed Background	46
Other Pakistani	1
Egyptian	2
Other Mixed Background	2
Thai	1
White Eastern European	4
Turkish/Turkish Cypriot	1
Other Black African	1
Kurdish	1
White Other	91
Any Other Black Background	1
Refused	4
Gypsy	1
White - Irish	1
Other Ethnic Group	1
Gypsy/Roma	2
Blank	25
	1931

Ethnicity Description	Y12/13
White - British	288
Indian	6
Any Other Asian Background	12
White and Asian	15
Pakistani	4
Any Other Ethnic Group	3
White European	6
White and Black African	9
Chinese	9
Not Yet Obtained	3
Black - African	1
Bangladeshi	2
Hong Kong Chinese	1
White and Black Caribbean	3
White and Chinese	1
Any Other Mixed Background	12
Other Black African	1
White Other	30
Blank	25
	437

Ethnicity Description	Y7-11
White - British	940
Indian	26
Any Other Asian Background	45
White and Asian	37
Pakistani	11
Any Other Ethnic Group	18
White European	74
White and Black African	19
Chinese	59
Not Yet Obtained	2
Black - African	11
White - English	41
Any Other White Background	18
Asian - British	5
Arab	6
White and Any Other Ethnic Group	3
Bangladeshi	7
White and Indian	2
Asian and Chinese	8
Hong Kong Chinese	13
Other Asian	1
White and Black Caribbean	9
White - Welsh	1
Other White British	6
White and Chinese	3
Turkish	2
Nepali	2
Iranian	2
Any Other Mixed Background	34
Other Pakistani	1
Egyptian	2
Other Mixed Background	2
Thai	1
White Eastern European	4
Turkish/Turkish Cypriot	1
Kurdish	1
White Other	61
Any Other Black Background	1
Refused	4
Gypsy	1
White - Irish	1
Other Ethnic Group	1
Gypsy/Roma	2
	1494

	Y7	Y8	Y9	Y10	Y11	Y7-11	Y12	Y13	Y12-13	Total
SEN (ALL)	94	83	72	79	98	426	58	38	96	522
SEN E	14	9	6	18	10	57	3	3	6	63
SEN K	25	24	31	26	21	127	38	11	49	176
SEN O	55	50	35	35	67	242	17	24	41	283
PP	45	42	32	39	27	185	N/A	N/A	N/A	185
EAL	69	46	61	53	47	276	39	22	61	337
Young Carer	18	29	22	29	33	131	13	16	29	160
Looked After	1	0	0	1	0	2	0	0	0	2
Post Looked After	1	0	2	0	0	3	0	0	0	3
ALL Students	299	299	297	299	300	1494	218	219	437	1931

How does the school promote community cohesion and the valuing of individuals?

The school's common vision is expressed in its mission statement. Pastoral events and structures, such as assemblies and tutor time are used to forge a sense of year group and GAS identity. The George Abbot Journey is common to the experience of all students and positive action provisions, such as distribution of pupil premium funding or reserving places on trip and visits for vulnerable pupils, are taken to ensure that all pupils are able to access each aspect of the journey.

The diversity of pupils' backgrounds and circumstances are appreciated and valued through mechanisms such as: recognising national and international awareness days/weeks/months; presentations and displays within the school environment; promoting an awareness of the importance of language and the nomenclature (through the school's literacy strategy); employing discrete staff dedicated to the championing of particular groups of students – such as those with EAL or Young Carers; establishing safe spaces and gender neutral facilities alongside single sex ones; supporting and facilitating the creation of co-curricular activities, such as Diversity Club; designing a values-led curriculum which has British Values and Spiritual, Moral, Social and Cultural tenets at its core; offering all students equal access to options, next steps and careers staff/platforms/education and ensuring that positive action is taken to add a further tranche of support to those who might benefit (for example, offering multiple or early next steps interviews, led by SEND staff, to those student with EHCPs and inviting their parents/carers into school to co-attend).

The curriculum content (delivery and arrangement of as referenced below) is an important factor in promoting understanding and cohesion. Spiritual, moral, social and cultural themes permeate our curriculum and its aims to: develop awareness of and respect towards diversity - in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability; develop the skills and attitudes to enable students to participate fully and positively in democratic, modern Britain; understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life. PSE lessons are a central part of teaching this.

Whole school celebration of events such as: Pride Month; International Women's Day; Neurodiversity Celebration Week and Black History Month occur alongside feature lecture, for Yrs 11, 12 and 13, on Toxic Masculinity and misogyny. The Tutor Programme includes character and citizenship education and our assembly programme is mapped against the SMSC pillars: Spirituality & Ethics; Language & Literature; Science & Technology; The Arts; Economy & Government and Traditions. Prize-giving includes recognising where students have demonstrated that they uphold our character traits of: resilience, confidence, creativity, empathy, integrity, teamwork, kindness and leadership.

Delivery and Arrangement of the Curriculum

Access to the curriculum and classroom arrangements, at GAS, are designed to be fair and provide equal access and opportunity for all.

A range of protocols and actions help to facilitate this, such as: Ordinarily Available Provision being established; class sizes designed and modified to adapt for different prior attainment; resources and SOW adapted according to need; enhanced transition arrangements in place for vulnerable groups and those with SEND; the SEND Code of Practice fully implemented – including offering enhanced opportunities for the parents and carers of those students with SEND to meet with the school three times per year; a nurture group facility is available to try to level up basic standards of English and Mathematics; teachers are deployed in such a way that those with specialisms that might support particular needs (EAL knowledge, for example) are timetabled effectively; where a student has a physical disability,

the school works with occupational therapists and mobility offices to ensure that the school's landscape & classroom fixtures, fittings and furniture are adapted, where necessary, to meet need; ground floor classroom arrangements are in place where required; an options process is in place for all.

Reasonable Adjustments

Leaders have a good understanding and awareness of the need to make reasonable adjustments, within the scope of equality legislation. At GAS, this applies to a number of areas of the school, such as screening for literacy/processing on entry and making adjustments, where necessary, to enhance progress for lower prior attainers; employing Specialist Assessors to assess the need for Exam Access Arrangements and facilitating those arrangements where identified; adjusting our attendance arrangements, where necessary – such as ensuring that those student with medical needs are supported through offering authorised absence for medical appointments or those students with an acute mental health disability are offered temporary flexibility to their timetable; ensuring that school sanctions, including suspensions and exclusions, are applied fairly and proportionately and take into account specific vulnerabilities and needs.

Uniform, Equipment and Trips and Visits

The uniform policy is designed such that there is no gender bias, in terms of affordability and access. Where families are unable to meet the cost of a uniform, there is facility for the school to offer support. Technology is loaned, by the school, where a student requires this in order to access the curriculum. No student is excluded from a trip or visit on the grounds of cost or a protected characteristic.

Prejudiced motivated child-on-child abuse or harassment

Students are given a range of fora to disclosure any concerns around child-on-child abuse, such as: discussion with a staff member; online reporting or access to crisis numbers. Student Voice and safeguarding data is used to inform the Personal Development Curriculum. Regular safeguarding walks take place, with students, to allow staff to understand how students feel about their environment. The anti-bullying strategy exists to ensure a consistent focus on EDI-related experience and we continue to work with external professionals, including Prevent and our Youth Liaison Officer, where applicable.

Student Voice and Leadership

Student Voice is an important area of school life and provides an opportunity for leaders to access the views of the school community. Student Voice panels are designed such that there is proportionate representation from a cross section of the student body. Student leaders and representatives are appointed on the basis of merit and positive action steps are taken to ensure that all students are enabled to apply for and be appointed to these roles.

Diversity Leaders form one of the 6th Form enrichment options and an EDI role is incorporated into the Student Leadership Team. Focus Group Student Voice occurs and the student members of The Diversity Club meet three times per year with the headteacher, for discussion around their lived experience in school. Culture Touchstone Groups also exist to gauge how student feel about the school culture and climate.

Staff Training and Roles

Appendix 1

An SLT member is assigned to lead whole school culture and a Diversity Lead supports the Diversity Club and leads key EDI initiatives. Scholar (PP) and Young Carer staff mentors/leads are assigned to specific cohorts.

EDI whole staff sessions on: Challenging Derogatory and Non-Inclusive Language; Anti-Racism Approaches; Disrupting Unconscious Bias; Making Our Educational Space LGBT+ Inclusive and Growing Trans and Non-Binary Awareness take place to support staff's professional development, in this area.