



GATEHOUSE  
SCHOOL

# Equal Opportunities Policy

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<b>Approved by:</b>	Governors
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## 0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

<b>Document Edition</b>	<b>Section</b>	<b>Details of change</b>
September 2025	All Sections	Full policy review, formatting.  Updates from KCSIE 2025 and EYFS Statutory Framework 2025.

# 1. Introduction

Gatehouse School is committed to promoting equality and inclusion for all members of our community. We welcome applications from pupils and staff of diverse backgrounds, believing that this diversity enriches our school and prepares pupils for life in a multicultural world.

We actively welcome applications from pupils with special educational needs and disabilities, referring parents to our Admissions and SEND policies for guidance.

This policy sets out our commitment to fairness, inclusion, and equality for all in both our school and workplace. Any incidents that contravene this policy are addressed through our complaints and disciplinary procedures.

Our approach reflects an awareness of discrimination issues and a proactive commitment to preventing discrimination within the school.

We are committed to regularly reviewing this policy and its impact, to ensure that all pupils, staff, and stakeholders benefit from a fair and inclusive environment.

# 2. Legal Framework

Gatehouse School's commitment to Equal Opportunities is guided by the Equality Act 2010. This Act provides a clear framework for protecting individuals from discrimination and promoting equality for pupils and staff.

The Equality Act 2010 identifies nine protected characteristics that are safeguarded from discrimination: age, gender reassignment, disability, marriage and civil partnership, pregnancy and maternity, religion or belief, race, sex, and sexual orientation.

Under the Equality Act 2010, disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Gatehouse School will make reasonable adjustments, wherever possible, to ensure that pupils or staff disadvantaged by disability can participate fully in school life.

In line with the Equality Act 2010 public sector equality duty, the school actively works to eliminate discrimination, advance equality of opportunity, and foster good relations between individuals of diverse backgrounds.

# 3. Inclusivity

Gatehouse School's central aim is to help all pupils reach their full potential. We believe that high self-esteem is essential for achievement and that self-esteem flourishes in an environment that values each individual's contribution.

To achieve these aims, Gatehouse School is committed to:

- Providing access to all areas of the curriculum, including extracurricular activities, for all pupils, including those with individual needs.
- Ensuring equality of opportunity for all job applicants, employees, and prospective employees, without encouraging positive discrimination.
- Prohibiting racist behaviour, which will be addressed through appropriate disciplinary measures depending on the severity of the incident.
- Expecting all staff to uphold this policy and the Staff Code of Conduct, with bullying or harassment being unacceptable and subject to action.
- Planning curriculum, assemblies, and school rules to promote unity, inclusion, and respect for diversity. Celebrating different cultures, religions, and festivals will be actively encouraged and represented throughout the school.
- Ensuring that, in line with the 1988 Education Reform Act, the Christian way of life is recognised in school life but not promoted evangelistically, as reflected in our Mission Statement.

The school will actively monitor and evaluate equality and inclusion through pupil outcomes, staff recruitment, and behaviour data to identify and address any barriers or inequities.

Targeted strategies will be implemented to support pupils with SEND, EAL, or other additional needs, ensuring full participation in school life and learning opportunities.

## 4. Role of Parents and Staff

A successful Equal Opportunities Policy relies on a strong partnership with parents and guardians, and full alignment with the school's ethos of tolerance and respect.

To build this partnership, Gatehouse School is committed to:

- Holding equal expectations of all children, free from racial or gender stereotyping, and providing a full range of experiences.
- Ensuring staff demonstrate respect and value for children of all ethnic, religious, linguistic, and cultural backgrounds, and abilities, and encourage participation of all genders in all activities.
- Recognising and respecting the wide range of experiences each child brings, including but not limited to race, gender, family background, language, culture, and religion.
- Fostering acceptance and self-esteem in all pupils.
- Developing children's self-esteem and the esteem of others is part of our teaching programme.
- Modelling respect through staff interactions with colleagues and all members of the school community.
- Using materials that promote equality of opportunity and positive representation of all racial, cultural, and gender groups.
- Engaging all staff in the development of the Equal Opportunities Policy, providing regular training on promoting access and inclusion for all pupils.

- Ensuring all staff read the Equal Opportunities Policy annually, and that it is shared with new staff, temporary staff, visiting specialists, and trainee teachers. The policy is also available on the school website.

## 5. Complaints

We hope that no issues arise regarding the implementation of this policy. Should a complaint occur, the school's Complaints Procedure is available on the website or from the school office. Staff may also refer to the Complaints Procedure in the Staff Handbook.

Complaints will be addressed promptly, with clear timescales for investigation and resolution. Parents or pupils may escalate complaints to governors if necessary.

## 6. References

The following documents have informed the development of this policy:

- **Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)** (*updated with additional guidance links, June 2020*)
- **Equality Act 2010**
- **Children and Families Act 2014**
- **Education Act 2011** (*supersedes elements of the 1988 Act*)