



Goldwyn School

Equality, Diversity & Inclusion Policy

Review Body:	Sarah Hopker /Kerry Greene/FGB
Review Period:	Annual
Last Reviewed:	June 2026
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Date Approved:	16 July 2026

Introduction

Goldwyn School strongly believes that everyone should have the opportunity to flourish in an inclusive environment and is committed to developing a culture of equity for all. It is recognised that equality, diversity and inclusion is integral to fostering an inclusive, professional and secure place of work and study and the school welcomes its duty under the Equality Act 2010 and The Public Sector Equality Duty 2011.

The purpose of this policy is to define the school's commitment to equality, diversity and inclusion, to ensure that legal obligations are met through setting clear objectives that strive to support and enhance good practice across the school. The policy applies to all students, parents, employees, and governors of the school.

Definitions

Equality means all individuals are treated fairly and no one will be treated less favourably because of a protected characteristic.

Diversity means that we are representative of our communities and value all differences.

Inclusion means that every individual feels valued and is able to participate and achieve their potential.

Direct Discrimination is when someone is treated less favorably because of a protected characteristic.

Indirect Discrimination can happen when there are rules, policies or procedures which, in practice, are less fair to individuals with a certain protected characteristic

Harassment is unwanted behaviour that an individual or individuals find offensive. Harassment is unlawful discrimination if it is because of or connected to a protected characteristic.

Victimisation is when someone is treated badly or is subject to detriment for carrying out a *protected act*.

The Equality Act (2010) and Public Sector Equality Duty (2011)

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that public bodies cannot discriminate due to the following characteristics:

- Age
- Disability
- Race
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Religion or Belief (including non-belief)
- Sex
- Sexual Orientation

As a public organisation, schools must also comply with the Public Sector Equality Duty and two specific duties.

General Duties:

- eliminate unlawful discrimination, harassment and victimisation.
- advance equality of opportunity between different groups.
- foster good relations between different groups.

Specific Duties:

- publish relevant, proportionate information demonstrating compliance with the Equality Duty.
- set specific, measurable equality objectives.

Intent

Goldwyn School are committed to the principles of equal opportunity and strive to be a beacon of inclusive practice for all members of the school community. We embrace diversity and aim to foster a proactive approach to ensuring everyone will be seen and treated without prejudice.

Goldwyn School opposes all forms of unlawful or unfair discrimination, harassment or victimisation on the grounds of the protected characteristics identified in the Equality Act (2010), as well as on the grounds of Trade Union Membership (or activity) and responsibility for dependents.

Our school aims to promote respect for difference and diversity in accordance with our values of Resilience, Empathy, Aiming, Commitment and Heart.

Objectives

Goldwyn School's equality, diversity and inclusion objectives will follow the following principles:

- The school has high expectations for the whole of the school community.
- All members of the school community (students, staff, parents and governors) are of equal value and will be treated fairly and equitably.
- All individuals are entitled to work and learn in an environment which is inclusive and respectful where differences are recognised, celebrated and respected.
- Positive attitudes and relationships are fostered, resulting in a shared sense of cohesion and belonging, in school, at home and in the wider community.
- Objectives pertaining to this policy are specific and measurable over reasonable timescales.

Roles & Responsibilities

The Governors are responsible for

- ensuring that the school complies with all required legislation.
- promoting equality, diversity and inclusion throughout the school.
- ensuring policy and procedure are followed.

The Principal is responsible for

- making sure the Equality, Diversity & Inclusion Policy is readily available to all.
- giving a consistent and high-profile lead on equality, diversity and inclusion throughout the school.
- making sure policy and procedures are developed and followed, ensuring compliance with equality legislation.
- ensuring that complaints are investigated and dealt with effectively and appropriately.
- taking appropriate action in cases of discrimination, harassment or bullying.
- ensuring plans are put in place where inequality is evident.

The Senior Leadership Team is responsible for

- ensuring the effective implementation and management of this policy, across the school.
- reporting incidents of any behaviour that undermines equality and diversity to the Principal.
- ensuring that policy and procedure development is consistent with the principles of this policy, as well as meeting legal compliance with regard to equality.
- undertaking its statutory obligations regarding the clarity of ambition, aims and expectations for high quality of education and wider opportunities it provides.
- advancing equality, diversity and inclusion, both in school and in the wider community.
- ensuring appropriate, relevant and contextualised training takes place for staff.
- producing regular information for Governors, including the provision of training.
- monitoring progress against the equality objectives and actions plans.

The Senior Management Team are responsible for

- ensuring the consistent implementation of this policy, in their respective centre.
- reporting incidents of any behaviour that undermines equality and diversity to the Principal.
- monitoring and evaluating the quality of education provided in their centre through the effective implementation of well-considered subject and wider curriculum planning and delivery.

All staff (teaching and non-teaching) are responsible for

- modelling positive and respectful relationships, and behaviour towards others.
- promoting equality, diversity and inclusion, and avoiding unfair discrimination.
- taking part in any required training to keep up to date with equality legislation.
- informing their line manager if they become aware of any behaviour that undermines equality and diversity

All students will be supported and actively encouraged to

- follow school rules and develop rules to help them engage positively with others.
- respect others in their language and actions.
- demonstrate the school values (**R**espect - **E**mpathy - **A**iming - **C**ommitment - **H**earth)
- speak to an adult if they see or hear behaviour that they think is unfair.

Reporting

Goldwyn School will treat seriously all reports or complaints of unlawful (or potentially unlawful) discrimination, harassment or victimisation. Any concerns regarding a breach of this policy should be reported to the Principal, via the Head of School or the HR Manager.

Any concern relating to the Principal should be reported directly to the Chair of Governors.

Any staff who feel they have been unlawfully discriminated against should:

- discuss the situation informally with their Head of School, and/or
- follow the school's grievance policy and procedure.

Any student who feels that they have been unlawfully discriminated against should:

- discuss the situation with their Pastoral Lead or Head of School and/or
- request to make a formal complaint.

Any observed breaches of this policy by staff about staff can also be reported through the Whistleblowing Policy.

Monitoring

Goldwyn School will

- annually review and publish progress against the objectives.
- develop and regularly evaluate practice against these objectives in an action plan.
- utilise equality monitoring data to inform school priorities and monitor performance and outcomes of different groups of students, taking appropriate actions to narrow gaps.
- provide regular updates on equality, diversity and inclusion initiatives to stake holders, through Governors Reports, School Newsletters and the School Website.

Related Policies

This policy should be read in conjunction with the following Goldwyn School policies and procedures:

- Admissions Policy.
- Safeguarding and Child Protection, including Online Safety Policy.
- Whistleblowing Policy.
- Relationships and Behaviour Policy.
- Anti-Bullying Policy.
- Special Educational Needs Policy & Information Report.
- Supporting Students with Medical Conditions Policy.
- Teaching and Learning Policy, including Curriculum Statements of Intent.
- Relationships & Sex Education Policy.
- Staff Induction Policy / Governors Induction Policy
- Staff Code of Conduct / Discipline & Conduct Policy.
- Grievance, Bullying & Harassment Policy.
- Complaints Procedure.
- Accessibility Plan.

Objectives & Review of Previous Action Plan

Objective	Actions	Outcome
No form of discrimination, harassment is tolerated at Goldwyn School.	1. Staff training identified and sourced in topical issues, including Sexually Harmful Behaviours. 2. Annual Safeguarding Training Schedule finalised.	Training completed
Equality has a strategic prominence and is integral to policy development - policies, procedures and practices are fair and equitable and will show due regard for the principles of equality of opportunity.	1. Equality Statement incorporated into all school policies on review. 2. Members of SLT to be identified as protected characteristic ambassadors for GSB.	1. Equality, Diversity & Inclusion Policy embedded in policy review cycle - changed to annual cycle to facilitate review of action plan and monitor progress against objectives.
All staff are aware of current legislation relating to equality, diversity and inclusion, and understand their role and responsibilities.	1. Equality, Diversity & Inclusion Training scheduled in 2024-25 Twilights.	1. Completed
All students have equal opportunity to study any of the curriculum offer, to the level that best suits their ability, and are encouraged and supported to take a full and active part in lessons, as well as enrichment activities.	1. Adaptive Teaching Training and follow up scheduled for 2025-26 Twilight Training. 2. 'Options' process reviewed and revised to ensure access for all students. 3. Curriculum related enrichment offer to be incorporated into Long Term / Medium Term Plans. 4. Goldwyn 'Road Map' to be further developed and finalised by SLT. 5. Progress monitoring schedule to be further developed to ensure that potentially disadvantaged groups, linked to protected characteristics, can be easily identified and addressed.	1. Completed. Golden Tread introduced and implemented across the whole school. 2. Options offer extended to all students through cross centre delivery. 3. Completed. 4. Personal journey map completed and shared. 5. Progress review cycle implemented across centres

Objectives & Action Plan 2026 – 2027

Objective	Actions	Timescale
Embed current offer of inclusive practice and provision focusing on outcomes and access for pupils with SEND and protected characteristics from their starting points	Refinement of review cycle to monitor progress and attainment data for identified groups with agreed actions.	3 x a year by July 2027
	Strengthening adaptive teaching through embedding the Goldwyn Thread and offer of targeted interventions.	July 2027
	Liaison with external agencies (OT and EP) to review current offer of support for the school	December 2026
	Embedding the Golden Thread to the Nurture Hub and TISUK Interventions	July 2027
Strengthen and embed inclusive neuro-affirming practice across the school and beyond	Delivery of continued staff training on neurodiversity and inclusive teaching approaches through 2026-27 schedule.	July 2026
	Leadership learning walks observations completed showing improved classroom accessibility and consistent use of inclusive strategies.	July 2027
	Outreach training offer launched for local schools.	Sept 2026
Strengthen pupil voice and participation	Updated student one-page profiles across all centres	December 2026
		July 2027

	Increased pupil involvement in the reviewing and development of their provision.	
Enhance engagement with families and wider community enhancing support	Workshops provided for parents / carers from GNH delivered by Goldwyn Staff and external agencies. Enhanced transition offer made available working with external partners.	July 2027 July 2027