



**Grow Independent School**  
**EQUALITY, INCLUSION AND DIVERSITY**  
**POLICY**

**Policy Document**  
**(2023-2024)**

<b>Updated:</b>	<b>March 2023</b>
<b>Review date:</b>	<b>March 2024</b>
<b>Signed by:</b>	<b>S Hawthorne</b>

**Introduction**

Grow Independent School is committed to being inclusive as we see a diverse population of both students and staff as one of the school's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the school's activities.

This policy applies equally to current and prospective members of the school community, including parents.

This policy takes due account of the letter and the spirit of the government guidance [The Equality Act 2010 and schools](#).

This policy is made available on the school website and can be made available on request. It can be made available in large print or other accessible format if required.

The school is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics - [Equality Act 2010](#)). The protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex and sexual orientation.

The school is committed to promoting and developing inclusion and equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of its community
- ensuring all staff and students are aware of the aims of this policy
- briefing for staff and students on the Equal Opportunities Policy
- developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
- demonstrating our zero tolerance attitude towards discrimination by taking all allegations seriously

### **Responsibility**

The school staff under the leadership of the headteacher have responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the school.

Each member of the school community is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.

### **Understanding discrimination**

Discrimination can take the following forms, including:

(a) Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.

(b) Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.

(c) Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally

to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.

(d) Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual’s dignity or creating a hostile, humiliating or offensive environment for that individual.

(e) Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

### **Aims and Values**

The aims of this policy and the school’s ethos as a whole are to:

- (a) eliminate unlawful discrimination on the grounds of any of the protected characteristics
  - (b) eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
  - (c) promote equality of opportunity for all members of the school community
  - (d) comply with the school’s equality obligations in the [Equality Act 2010](#)
  - (e) provide a secure environment in which all our children can thrive and achieve all of the outcomes of [Keeping children safe in education 2022](#)
  - (f) provide a learning environment where all individuals through the school policies feel valued and feel they have a sense of belonging
  - (g) prepare students for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
  - (h) include and value the contribution of all families to our understanding of equality and diversity
- provide and promote positive information about the diversity of UK society actively challenge discrimination and ensure that all members of the school community learn from these experiences embed inclusion through all our activities

To achieve these aims, the school:

- involves, where reasonably practicable, all members of the school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- publishes school policies to the school community as appropriate
- collects and analyses data (such as admissions data and examination results) to monitor any potential disadvantage amongst the student body
- helps to overcome any potential barriers to learning by providing for students’ diverse needs and learning styles including any learning support needs and/or disabilities a student may have
- ensures the wider school curriculum promotes and celebrates equality and diversity
- operates a clear zero tolerance policy towards abusive or discriminatory behaviour

- works in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

**Our core values clearly state the importance of inclusion, diversity and equality:**

### ***Achievement***

*Students at Grow are on their unique and **individualised** pathways, they are aiming for highly **personalised** outcomes. Achievement looks **different** for each of them, and we **value and celebrate every success**, however big or small, every day.*

### ***Belonging***

*Feeling part of a 'tribe'; **a community that works together with shared purpose**, is what we fundamentally crave as human beings. Being part of Grow is to be part of our village; a family and a community **who look out for each other with shared goals and vision** for our school.*

### ***Compassion***

***Kindness** is our default setting at Grow. We believe there is never a reason not to be kind and we encourage our students to **always act with compassion**. We also know the importance of being kind to ourselves; **self-care and emotional wellbeing** are placed high on the priority list for both staff and students.*

### **Admissions**

The school treats every application for admission in a fair and equal way in accordance with this policy and the school's Admissions Policy. The school accepts applications from, and admits, students irrespective of any protected characteristic.

Parents must inform the school when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the school. The school will not offer a place to a child if, after reasonable adjustments have been considered, the school cannot adequately cater for and/or meet their needs.

### **Educational Services**

The school affords all students access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the school's obligations under the [Equality Act 2010](#) and considerations of safety and welfare.

The school will not discriminate against a student on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The school seeks to educate students in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE & Citizenship programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

The school recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the school's anti-bullying and positive relationship policies.

**The school:**

- treats all members of the school community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- endeavours to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above
- ensures those students with an EHCP (Education Health and Care Plan) receive necessary educational and welfare support
- ensures that students with English as additional language receive additional support
- monitors the admission and progress of students from different backgrounds
- challenges inappropriate discriminatory behaviour by students, staff and parents
- offers all students access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
- ensures that all staff are aware of their responsibilities, promote equality of opportunity and are given appropriate training and support
- works with parents and external agencies where appropriate to combat and prevent discrimination in school
- seeks to protect against discrimination or unfavourable treatment of students who are pregnant or young mothers
- ensures that it reviews, monitors and evaluates the effectiveness of inclusive practices.

**Age**

Because age as a protected characteristic under the [Equality Act 2010](#) does not apply to pupils or students in schools, the school is entitled to admit and organise students in age groups (including students over the age of 18) and to treat them in ways judged to be appropriate to their age and stage of development.

**Religious Belief**

Although as a matter of policy it has no religious character, the school is inclusive and welcomes and respects the rights and freedoms of individuals from all religions and faiths or of no religion or faith.

**Reasonable Adjustments**

The school has an ongoing duty to make reasonable adjustments for students with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled students. The school will inform and consult with parents about what reasonable adjustments, if any, the school are able to make for their disabled child. The school will carefully consider any proposals for auxiliary aids and services in light of a student's disability and, for example, the resources available to the school. The school has a duty make reasonable adjustments (case by case considerations) for staff or students who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

The school is not legally required to make alterations to the school's physical environment as part of the reasonable adjustments duty. However, the school monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled students.

### **Concerns and Complaints**

The school seeks to provide a supportive environment for those who make claims of discrimination and/or harassment. Any student who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the safeguarding team or may use the school's student complaints procedure to seek remedy to such matters.

Any student who harasses another student on the grounds of any protected characteristic will be subject to the school's disciplinary measures in accordance with the school's policy.

If parents feel this policy has been breached they should raise their concern or complaint through the school's Complaints Policy which is available on the school website or can be available upon request.

### **Monitoring and Review**

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the school's equality obligations.

### **Breaches of the Policy**

All breaches of the policy will be followed up using the appropriate procedures having been reported to the Head.

### **Review of implementation**

The implementation of this Policy is reviewed annually by the school's Headteacher in consultation with staff and a report is made to the Governing Body.

