



Tonbridge Grammar School

Diversity and Inclusion Policy

Legislation

The Equalities Act 2010 was introduced to ensure protection from discrimination harassment and victimisation on the grounds of the nine protected characteristics: sex, race, age, disability, religion or belief, gender reassignment, sexual orientation, pregnancy or maternity, and marriage and civil partnership. The act requires all public sector organisations, including schools, to comply with the Public Sector Equality Duty. Organisations must:

- eliminate unlawful discrimination, harassment, and victimisation.
- foster good relations through tackling prejudice and promoting understanding.
- advance equality of opportunity between different groups

Tonbridge Grammar School believes in fulfilling the Public Sector Equality Duty (PSED) outlined in The Equality Act 2010, ensuring that we have due regard for equality, diversity and inclusion. We aspire to ensure that students and staff are equally valued and respected, and all individuals are encouraged to thrive regardless of their differences. As a provider of employment and education, we value the diversity of our staff and students and constantly work to remove any barriers to progress.

The IB states:

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

The IB guide to inclusive education: a resource for whole school development (2016)

To ensure that Tonbridge Grammar School is an inclusive environment we follow these principles to fulfil all our legal obligations and our commitment to the principles of the IBO.

The education we provide at the School reflects the diversity of our society and fosters, through its education programmes and ample opportunities for international exposure, an ethos of respect and self-esteem in our students.

Eliminating Discrimination, tackling prejudice & promoting understanding

The School uses the following guiding principles to eliminate discrimination:

- We consider equality issues when devising all our policies and major operational decisions.
- We do not discriminate with relation to admissions ensuring a fair access to those who meet our admission policy criteria regardless of protected characteristic.
- We enforce the reasonable adjustment duty for disabled students, and those with SEND.
- We actively promote equality through the delivery of the HSEE curriculum, the whole school assembly schedule, and the whole school holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community.

- We have regular events to celebrate diversity of culture, race, religion or protected characteristics, such as Culture Day and school trips to places of worship.
- We encourage outside speakers with expert knowledge of a protected characteristic to enlighten our students on their views.
- We promote links with our local community to help and support those who have protected characteristics.
- Our LGBT community is represented through a weekly forum and adjustments made to enable inclusion.
- All students have access to an online worry box to raise any concerns.
- Staff can make suggestions and raise concerns through line management, staff reps or HR.
- Staff and Trustees are regularly trained to understand their obligations to Inclusion within the school environment.

Advancing equality of opportunity

As a school, we promote equal opportunity through the following activities:

- We have an anti-bullying stance for those who may suffer from harassment based on a characteristic and the School will act on any counts of homophobic or racial bullying.
- We encourage our community to collectively stand against any discrimination.
- We promote the observation of religious beliefs through allowing students to observe religious holidays and prayers.
- The School supports the identified needs of students, and evidences this support through planning, policy, and practice.
- Our approach to teaching and learning has inclusive strategies to meet students' learning needs.
Teaching and learning fosters a stimulating learning environment based on understanding and respect.
- Teaching and learning encourages students to demonstrate their learning in a variety of ways.
- The School identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and staff.
- The School promotes open communication based on understanding and respect. This includes student council to promote student voice.
- Our admission policy promotes equal opportunities for those from different social and economic backgrounds.
- We monitor all progress and achievement, formally and informally, and analyse it by all subgroups. Our SEND and pupil premium strategies remove barriers to progress and ensure achievement for all. We use assessment systems and procedures which are free of gender, racial cultural and social bias and baseline assessment is used appropriately for all students.
- Our communications with parents/carers are frequent and accessible to enable informed decision-making for their child. This is in the form of weekly bulletins, our reporting system, contact with staff and meetings if required.

Review:

This policy will be kept under review in terms of changes to legislation and information relating to identified issues of equality. We welcome feedback from student feedback from all members of the community. Any suggestions or concerns can be raised through the relevant Student Support Co-ordinator.

Linked Policies:

Equality Statement
Examinations Access Arrangement Policy
Examination Procedure Policy
Safeguarding Policy
Accessibility Policy
SEND Policy
Admission Policy
Behaviour for Learning
Anti-Bullying Policy
Students with Medical Needs Policy

This policy follows the guiding principles of [*The IB guide to inclusive education: a resource for whole school development \(2016\)*](#)

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Review level: Head Teacher