

## BROCKWOOD PARK SCHOOL

### EQUALITY AND DIVERSITY POLICY (STUDENTS)

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| Last Review Date        | 26 Aug 2025                                |
| Policy endorsed by      | The Trustees & School Management Committee |
| Policy is maintained by | School Management Committee                |
| Next review date        | August 2026                                |
| Review body             | School Management Committee                |

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## 1. Introduction

Promoting equality and respect for difference and diversity is fundamental to the intentions and ethos of Brockwood Park School and Inwoods Small School.

The school is committed to equal treatment for all students, regardless of race, sex, disability, religion or belief, pregnancy or maternity, sexual orientation and gender reassignment (protected characteristics).

## 2. Aims

The school's ethos and intentions support care and equality and promote building and nourishing harmonious relations in all areas of the school. It seeks to remove any barriers to access, participation, progression, attainment and achievement. In line with the *Equality Act 2010*, the school aims to:

- Eliminate unlawful discrimination, harassment and victimisation on grounds of any of the protected characteristics
- Promote equality of opportunity for all members of the school community
- Foster good relations through promoting understanding and tackling prejudice

All members of the school community are expected to make provisions to support and promote respect for difference and diversity in the community and ensure full compliance with this policy.

All parents are expected to support the aims of this policy and the school's ethos of understanding, tolerance and respect.

## 3. Admission

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, all prospective students irrespective of their gender, gender reassignment, race, religion or belief (or lack of religion or belief), special educational needs (SEN) or disability.

Parents must inform the school when submitting the application form of any special circumstances relating to their child (including SEN and disability) which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the school. The school will not be able to offer a place to a child with disabilities (and/or SEN) if, after reasonable adjustments have been considered, the school cannot adequately cater for or meet their needs.

Bursaries are means-tested awards offered to those who meet the school's admission criteria but may otherwise be unable to attend the school due to financial hardship. Details of our provision for bursaries can be found on our [website](#) or obtained from the school's office.

#### 4. Educational services

The school affords all students access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty 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 will:

- Treat all members of the school community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics
- Ensure that students with English as an Additional Language (EAL) and students with Special Educational Needs and Disabilities (SEND), including those with an Education, Health and Care Plan (EHCP), receive necessary educational and welfare support
- Monitor the admission and progress of students from different backgrounds
- Challenge inappropriate discriminatory behaviour by students and staff
- Offer all students access to all areas of the curriculum depending on their age and a full range of extra-curricular activities
- Work with parents and external agencies where appropriate to combat and prevent discrimination in school
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices
- Use the curriculum, assemblies and PSHE related activities to:
  - Promote self-understanding and awareness of one's own prejudices and conditioning, and stress the importance of freeing oneself of those
  - Promote mutual understanding and respect for each other, paying particular regard to the protected characteristics set out in the *Equality Act 2010*

The school recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment, victimisation and bullying in all their forms are

unacceptable and will be dealt with in accordance with the school's *Behaviour of Students Policy* and *Anti-Bullying Policy*.

## 5. Religious belief

The school is inclusive and welcomes and respects the rights and freedoms of individuals from different religions and faiths (or with no religion or faith) subject to considerations of safety and welfare, and the rights and freedoms of other members of the school community.

The governing body and the School Management Committee actively promote the fundamental human values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## 6. Reasonable adjustments for students with SEN and disabilities

The school has an ongoing duty to make reasonable adjustments for students with a special educational needs and disability (SEND) to ensure they do not suffer a substantial disadvantage in comparison with other students.

Where the school is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the school is able to make to avoid their child being put at a substantial disadvantage. The school will carefully consider any proposals for auxiliary aids and services in light of a student's special educational needs and disability and the resources available to the school. Please refer to our *SEND Policy* for more detail on our processes and procedures aiming to support students with SEND.

The school also has a *3-Year Accessibility Plan* in place which can be found on the [school website](#). This sets out the school's plan to increase the extent to which disabled students can participate in the school's curriculum; improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school; and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

## 7. Monitoring and review

The School Management Committee regularly monitors and reviews the effectiveness of this policy and reports to the governors on the policy's effectiveness in practice. A formal review of the policy happens at least annually.

## 8. Breach of this policy

Students who are in breach of this policy may be sanctioned in accordance with the school's *Behaviour of Students Policy*.