PUTNEY
HIGH SCHOOL
GDST
GIRLS' DAY SCHOOL TRUST

Inclusion Policy

Putney High School Policy

Inclusion Policy

Table of Contents

Page No

1. Introduction 2
2. Responsibility 3
3. Discrimination 3
4. Aims and Values 4-5
5. Admissions 5
6. Educational Services 6-7
7. Religious Belief 7
8. Reasonable Adjustments 7
9. Responsibilities 7-8
10. Concerns and Complaints 8
11. Monitoring and Review 8
12. Related Policies 9

Inclusion Policy

1. Introduction

Putney High School is committed to delivering an inclusive ethos and sees the diverse population of both pupils and staff as one of its greatest strengths. In order to ensure everyone can thrive and meet their full potential; it is essential that inclusion and equality of opportunity are at the core of all activities. Furthermore, Putney High School encourages a proactive and positive approach to inclusion.

This policy applies equally to current and prospective members of the School community including, parents. Staff should also refer to the Equal Opportunities Policy. This policy is made available on the School website.

The School is committed to a zero-tolerance approach in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics - Equality Act 2010 www.legislation.gov.uk/ukpga/2010/15/section/4 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 & equality of opportunity in all aspects of school life and will seek to do this by: (a) Communicating its commitment to equality and diversity to all members of its community; (b) Ensuring all staff and pupils are aware of the aims of this policy; (c) Briefing staff and pupils on the importance of inclusion, through our Pastoral systems and as part of the recruitment process; (d) Monitoring and evaluating inclusion; (e) Demonstrating zero tolerance attitude towards discrimination by taking all allegations seriously.

Putney High School's approach to diversity and inclusion reflects GDST's wider strategic focus on Inclusion, which it is supporting through staff CPD and rigorous auditing processes to measure the impacts of our work in this area across the GDST. This commitment to Inclusion is encapsulated in the GDST 'Undivided Charter' Link here. We actively encourage all members of our school community to take responsibility for enacting their values in relation to inclusion. This is supported by our 'It Starts With Me' Pastoral ethos.

2. Responsibility

The Senior Leadership Team has responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School, with oversight from the GDST.

Each member of the School community is responsible for being alert to and challenging discrimination through the processes and systems in place to support them; embracing diversity and inclusion; respecting different faiths and beliefs; and upholding equality of opportunity for all.

3. 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. Please read this policy in conjunction with our Safeguarding and RSE Policies. (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.

4. Aims and Values

The School values diversity, inclusion, and kindness to all. Through this we aim to: (a) Eliminate bullying or discrimination on the grounds of any of the protected characteristics (b) Eliminate all bullying and 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 contained in the Equality Act 2010 (e) Provide a secure environment in which all our children can thrive (f) Provide a learning environment where all individuals through the Equal Opportunities Policy and other School policies such as PSHE, feel valued and feel they have a sense of belonging (g) Prepare pupils 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 (i) Provide and promote positive information about the diversity of UK society (j) Actively challenge discrimination and ensure that all members of

the School community learn from these experiences (k) Embed inclusion through all our activities.

To achieve these aims we will: (a) Involve, 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 (b) Publish and share school policies to the whole School community (c) Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body (d) Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning support needs and/or disabilities a pupil may have (e) Ensure the wider school curriculum promotes and celebrates equality and diversity (f) Operate a clear zero tolerance policy towards abusive or discriminatory behaviour (g) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

At the School we aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

Fundamental British Values Policy

Fundamental
British Values Policy

Personal Social, Heath and Economic Education Policy

Personal Social
Health and Economi

5. 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, pupils 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.

Admissions policy

Admissions - 301.pdf

Recruitment Policy Statements

Recruitment Policy Statements GDST.pd

6. Educational Services

The School affords all pupils 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 pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The School will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE 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 Rewards and Sanctions Policy.

The School will: (a) Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination (b) Endeavour 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 (c) Ensure those pupils with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support (d) Ensure that pupils with English as additional language receive additional support, such as extra English tuition, where required (e) Monitor the admission and progress of pupils from different backgrounds (f) Challenge inappropriate discriminatory behaviour by pupils, staff and parents (g) Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of co-curricular activities (h) Ensure that all staff are aware of their responsibilities to promote equality of opportunity and are given appropriate training and support (i) Work with parents

and external agencies where appropriate to combat and prevent discrimination in School (j) Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

7. Religious Belief

The School is inclusive and welcomes and respects the rights and freedoms of individuals from different religions and faiths (or no religion or faith).

8. Reasonable Adjustments

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. The School will inform and consult with parents about what reasonable adjustments, if any, the School is able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and, for example, the resources available to the School.

The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustment 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 pupils. The School has an Accessibility Plan in place.

Accessibility Plan

Accessibility Strategy - 309.pdf

9. Responsibilities

It is the School's responsibility to: (a) Ensure that staff and pupils act as role models of inclusive behaviour and practice (b) Ensure that the School complies with its equality obligations (c) Ensure that the School's policies and procedures are monitored in light of this policy and the School's wider equality obligations (d) Be involved, together with the Head, in dealing with serious breaches of this policy.

It is the Head's responsibility to: (a) Ensure effective implementation of this policy (b) Ensure that all staff are sufficiently aware and trained within equality & diversity (c) Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors (d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment (e) Ensure that all visitors and contractors are aware of, and comply with this policy.

It is the responsibility of all staff to: (a) Positively role model inclusive behaviour (b) Actively challenge any forms of discrimination, victimization, harassment or bullying (c) Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in

the School's culture (d) Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

10. Concerns and Complaints

The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Acting Deputy Head (Pastoral & Co-Curricular).

Any person who harasses another on the grounds of any protected characteristic will be subject to disciplinary measures in accordance with the School's Rewards and Sanctions Policy or Staff Disciplinary 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.

Complaints Policy	School Staff Code of Conduct & Behaviour Policy	Staff Disciplinary Policy
GDST Complaints Procedure (parental)	GDST School Staff Code of Conduct &	GDST Disciplinary Policy July 2026.pdf

11. 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.

12. Related policies

- Accessibility Plan
- Admissions
- Complaints Procedure (parental)
- Equal Opportunities
- Fundamental British Values
- Personal Social Health and Economic Education
- Recruitment Policy Statements
- Relationships & Sex Education
- Rewards and Sanctions
- Safeguarding & Child Protection
- School Staff Code of Conduct & Behaviour
- Staff Disciplinary