PUPIL EQUAL OPPORTUNITIES POLICY

This policy is applicable to all pupils within the school, including the Early Years Foundation Stage (EYFS). It is linked to the school's Safeguarding and Child Protection Policy and adheres to the Equality Act 2010. This document is available in written format upon request and a copy can also be located on the school's website.

All members of the school community are expected to comply with this policy and treat others with dignity at all times.

The school is committed to equal treatment for all, regardless of an individual's age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, learning difficulty, body image or social background. The school's aim is to create an environment that is both nurturing and stimulating to all children and encourages, promotes and champions pupils' differences. The school actively promotes principles that develop tolerance and harmony between different cultural traditions, enabling pupils to gain knowledge and respect firstly for their own culture which is an essential foundation to getting to know other cultures and customs (traditions, dress, food, and so on). Through the content of curriculum, teaching aims to prepare pupils to interact positively with people of different cultures and faiths.

The school welcomes applications from candidates of all backgrounds. The school will not unlawfully discriminate in any way regarding entry. The school also welcomes applications from pupils with special educational needs and disabilities, provided we can offer the support they require, cater for any additional needs and that our site can accommodate them.

Parents must inform the school when submitting the Registration Form of any disabilities and/or special education needs which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the school so that we can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children.

Bursaries are offered in order to make it possible for as many of those who meet the school's admission criteria to attend the school. Details of bursaries may be obtained from the Bursar.

PROTECTED CHARACTERISTICS

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

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ETHNICITY AND DIVERSITY

The school endeavours to make its environment welcoming to all ethnic groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Our curriculum reflects the attitudes, values and respect that we have for all ethnic groups. We do not tolerate any forms of racism or racist behaviour. We seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

The school aims to remove gender bias from recourses and curriculum making sure that our school environment promotes positive male and female role models, in relation to learning and achievement, this way minimising male and female stereotyping. Our curriculum is built in a way which ensures that mathematical and scientific subject matter is relevant to real life situations and problems with clear learning intentions in the context of the 'big picture'.

Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. Therefore, we seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

- *Please refer to separate document: Curriculum Policy*

RELIGIOUS BELIEF

The School's ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other 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 Proprietorial Body, through the senior leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

EQUALITY IN SPORT

The school offers a variety of sporting activities. Sporting activities are variously offered to pupils regardless of their gender or ability. All children have equal access to sport in the school.

CODE OF CONDUCT FOR STAFF

The Head and Senior Management Team play an active role in monitoring the implementation of the school's policy on equal opportunities. Through Assemblies, PSHE, RE, Drama, English and other lessons the school:

- Promotes tolerance of each other and respect for each other's position within the school community.
- Promotes positive images and role models to avoid prejudice and raise awareness of related issues.
- Fosters an open-minded approach and encourage pupils to recognise the contributions made by different cultures.
- Promotes understanding of why and how the school deals with offensive language and behaviour.

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- Promotes understand of why and how the school deals with any incidents in a prompt and sensitive manner.

Harassment in any form is unlawful and unacceptable. The school's Behaviour, Sanctions and Reward Policy and Anti-Bullying Policy contain clear procedures for dealing with unlawful discrimination.

- *Please refer to the separate document: Behaviour, Sanctions and Rewards Policy.*
- *Please refer to the separate document: Anti-Bullying Policy.*

A strong and effective Equal Opportunities Policy requires the support of parents and acceptance of the school's ethos of tolerance and respect.

REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM
Parents should be aware that children over 2½ years are required to wear school uniform. Variations to school uniform are not acceptable. Requests for variation on religious grounds may be discussed with the Headmaster, who may also take expert advice. Any agreed variations must be consistent with the school's Health and Safety Policy.

- *Please refer to separate document: School Uniform Policy*

ENGLISH AS AN ADDITIONAL LANGUAGE

- *Please refer to the separate document: Policy for English as an Additional language.*

DISABILITY AND ACCESSIBILITY
'Disabled pupils' for the purpose of the disability access plan refers not only to those with physical disabilities but could include, for example, those with health issues, including mental health, or learning disabilities if they meet the legal definition of 'disability'.

- *Please refer to the separate document: Three-Year Accessibility Plan.*

BEHAVIOUR, SANCTIONS AND REWARDS POLICY
Responsibilities for the behaviour management of children is as follows:

- The Head of EYFS is responsible for the Nursery and EYFS (Babies to children up to end of Reception).
- The Head of Pre-Prep is responsible for children between 5 and 7 years old.
- The Co-Heads of Prep are responsible for the Preparatory Department (above 7 years old).

Staff will endeavour to encourage small children (below the age of 8) to understand acceptable behaviour as they grow. Staff promote trust and mutual respect for everyone. We understand that good relations and good manners, in a secure learning environment, play a crucial part in the development of intellectually curious small children.

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With small children we discuss inappropriate attitudes and practices. We talk about why such actions are unacceptable and why kindness and understanding the needs of others are paramount. Our system always gives verbal praise for a good attitude and for trying hard and children will be given stickers for special efforts as way to encourage them. Staff ensure that all children receive praise and stickers as a form of encouragement.

House points are used for Pre-Prep and Prep children (see below for an explanation of how the system works).

- *Please refer to the separate document: Behaviour, Sanctions and Rewards Policy.*

SPECIAL EDUCATIONAL NEEDS AND DISABILITY
All children are entitled to an education that enables them to achieve the best possible educational outcomes and other outcomes and become confident young children with growing ability to communicate their own views and to make the transition to education beyond EYFS.

The EYFS is required to have regard to the SEND Code 2015 and must have arrangements in place to support children with SEN or disabilities. These arrangements should include a clear approach to identifying and responding to SEN. It is recognised that identifying the need at the earliest point and then making effective provision, improves the long-term outcomes for children.

Staff will be alert to any emerging difficulties and respond early. In particular, parents know their child best and it is important that all staff listen and understand when parents express concerns about their child's development. Staff should also listen to and address any concerns raised by children themselves.

- *Please refer to the separate document: SEN and Disabilities Policy.*

PARENT COMPLAINTS
The school trusts that parents will not have complaints about the operation of its Equal Opportunities Policy. Parents may request a written copy of the school's Parent Complaints Policy and a copy can also be location on the school's website.

- *Please refer to the separate document: Parent Complaints Policy.*

RESOURCES

The school will prepare and select resources which are free from cultural or gender bias wherever possible. Where their use is unavoidable, the school will deliver biased resources as a means of provoking discussion of equal opportunities.

MONITORING
The Senior Management Team monitors its Pupil Equal Opportunities Policy in order to ensure it is effective.

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The Pupil Equal Opportunities Policy has been reviewed in September 2025 and will be reviewed in or before September 2026.