The Gleddings Preparatory School

Equal Opportunities Policy

ACADEMIC YEAR:2026/2027

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Person(s) responsible for review and role:
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Equal Opportunities Policy

This policy applies to all pupils in school, including Early Years Foundation Stage and out of school care and clubs.

This policy takes account of:

- The Education (Independent School Standards) Regulations 2019
- The Independent Schools Commentary on the Regulatory Requirements September 2019
- Statutory Framework for the Early Years Foundation Stage September 2025
- Employment Equality (Age)
- Discrimination Regulations
- Disability Discrimination Act 2010
- Equality and Human Rights Commission directives
- The Equality Act 2010
- Human Rights Act 1998
- The Children and Families Act (DfE 2014)
- SEND Code of Practice for 0 - 25 yrs (updated Jan 2015)
- The Prevent Duty – Department Advice for Schools and Childminders (April 2019)
- Prevent Counter-Terrorism and Security Act 2015
- The Use of Social Media for Online Radicalisation (July 2015)

This policy is to be read in conjunction with all other policies. Please particularly cross refer to the following:

All Subject Policies

- Admissions
- Anti-Bullying (including Cyberbullying and Homophobic Bullying)
- Assessment, Reporting and Recording
- Behaviour and Discipline
- Child Protection and Safeguarding Children
- Children Learning English as an Additional Language
- Complaints Procedure
- Curriculum
- Early Years Foundation Stage
- English
- First Aid, Administering Medicines and Supporting Children with Medical Conditions Policy
- Health and Safety including Out of School Activities and Visits
- Higher Ability Pupils and Higher Achieving Pupils
- Homework
- Library Use and Skills
- Marking
- PSHE
- Risk Assessment
- SMSC (Spiritual, Moral, Social and Cultural)
- Special Educational Needs, Learning Difficulties and Disabilities and Inclusion
- Supervision Policy
- Teaching and Learning

1. INTRODUCTION

The Gleddings is a non-selective school. The school is committed to equality for children, parents and staff. Whilst children are at The Gleddings, they will not be discriminated against on the grounds of their ability, racial or ethnic origin, gender, religious beliefs or, where reasonable adjustments can be made, disabilities. This policy extends to the school's recruitment and admission procedures.

The school welcomes its duty not to be discriminatory in its practices. The care for each child is central to the school's aims and provision.

The school's curriculum is enhanced by children learning to understand and respect differences of gender, race, religion, age, ability and disability and social disadvantage, sexual orientation or any other personal characteristics.

Central to all behaviour is the ethos DIFFERENT IS GOOD.

2. AIMS

1. To promote self-esteem and to foster the social and emotional growth of each child throughout school life and in particular through the school's pastoral system and the PSHE and Citizenship curriculum.
2. To endeavour to ensure that all children have equal access to a broad and balanced programme, differentiated where appropriate.
3. To ensure that all staff set an example by demonstrating positive, non-discriminatory behaviour in their interactions with each other and with the children.
4. To respect the cultural and ethnic diversity of children, parents and staff, welcoming the enrichment of the environment which this brings, and to foster positive attitudes towards our multi-cultural society.
5. To recognise and value differing cultures, customs and beliefs within the teaching of PSHE, SMSC and religious studies in order to teach tolerance of others' ideas and values. Children are encouraged from the earliest age to recognise that they are entitled to have their own beliefs and share their personal views. They also learn that there are others who may hold strong views and that these people may try to influence them.
6. To ensure every child is given an equal opportunity to experience success appropriate to their ability, through carefully planned and differentiated activities.
7. To make use of opportunities within the life of the school to increase religious awareness and tolerance and to forge links with the wider community to promote an understanding of and respect for others. We teach the children that everyone is entitled to have high expectations of themselves to lead a happy and successful life.

Managing Equality in Practice

1. Having an Admissions Policy that clearly states our policy on equal opportunities.
2. We will make every effort to ensure that no child, parent or member of staff is disadvantaged as a result of their disability in line with our responsibility under the Equality Act 2010, 'reasonable' adjustments are made to overcome a factor which puts a disabled child, parent or staff member at a disadvantage. Accessibility arrangements are regularly reviewed under the Special Education Needs and Disability Act 2001 SENDA.
3. Discriminatory language and behaviour and other acts of intolerance are not accepted. (see Behaviour, Anti Bullying and PSHE Policies and SMSC Policy)
4. The school recognises the value of children having role models of all genders. However, vacant posts are always filled by the best applicant, irrespective of this. Everyone is encouraged to work with all age groups and key stages. All staff have equal access to in-service training and posts of responsibility.

5. The continuing development of our community and the equality of opportunity on which it is based, requires the co-operation and commitment of all concerned and we trust that all parents will wish to give their full support to the school in this vital aspect of its life.
6. The school will promote positive images and role models to avoid prejudice and raise awareness of related issues.
7. Inappropriate attitudes and practices are challenged by constant referral to The Gleddings YOU CHOOSE philosophy and practice. Please refer to the Behaviour, Discipline and Anti-Bullying policies for details of sanctions. The SMSC Policy details how we encourage children to value and respect others.
8. The school has clear policy and procedures for supporting children who are identified as having specific learning difficulties.
9. The school will consider reasonable requests to alter the school uniform, for example; for genuine religious requirements and reasonable adjustments for disabled children.

Equality of Opportunity will be reflected in all practice:

1. **Admission**
   The school does not require children to sit an entrance exam. It is a fully inclusive school and does not exercise any form of discrimination.

2. **Language**
   The school views linguistic diversity positively. Children and staff must feel that their natural language is valued and creates the conditions for all people to develop their self-esteem. Staff will use the correct terminology when referring to particular groups of people or individuals.

3. **Resources**
   The school's aim is to provide a wide range of good quality resources to provide for the needs of all pupils, irrespective of sex, ability, or ethnic origin. Resources are chosen to reflect positive images of people in society including those with disabilities. All resources are equally accessible to all members of the school community.

4. **Parents**
   The school is committed to working closely with parents and when appropriate with other agencies. We will introduce and communicate the equal opportunities policy to parents through the school prospectus, website, admission meetings with parents and on parent's evenings. In addition, copies of our policies are available for all parents on request.

5. **Curriculum**
   Equality of opportunity permeates the whole curriculum and will be reviewed regularly. It is the policy of this school to provide equal access to all activities from an early age.

6. **Children**
   It is the right of every child irrespective of race, culture, class, gender, special need or ability to achieve their full potential. Each child should have access to an education which will enable him/her to utilise their talents to the full and achieve their potential.

7. **Staff**
   It is the responsibility of all staff to foster and facilitate this ideal by creating a welcoming environment for all children. They will endeavour to establish an atmosphere within school which promotes tolerance and raises self-esteem, so that all children can develop independence, freedom

of choice and a knowledge of their right to take on whatever roles they choose, no matter what their cultural background, gender or ability and prepares them for life in a society which reflects and values cultural and ethnic variety.
Children are taught that some people hold extremist views which may be vocal or active opposition to fundamental British values. Through our PSHE, RE and SMSC teaching and our whole school ethos of making the right choices, we promote the importance of tolerance, diversity and living harmoniously with people of all cultures and beliefs.

We will be proactive to ensure that we meet our goal of meeting the differing needs of all of our children

The Gleddings T hi n k! **and** YOU CHO OSE **ethos emphasises** DIFFER ENT IS GOOD

1. We will encourage our children to show respect for the way other people lead their day to day lives by
   - emphasising that no cultural group has the monopoly on the 'right' way to live.
   - helping children to learn about and respect cultures other than their own.
   - showing that we value all cultures equally.
   - helping children to understand why or how we should deal with offensive language and behaviour.

2. We will demonstrate our recognition of the individuality of people by
   - avoiding reference to stereotypes because of one characteristic e.g. colour, sexual orientation, gender, disability stereotyping.
   - looking to the needs of the whole child rather than concentrating on one characteristic.

3. We will promote self-esteem and self-worth by
   - ensuring that each child in our care is respected equally and feels pride in him/herself.
   - preventing children being subjected to prejudice.
   - respecting the family and background of our children.
   - using appropriate language.
   - aiming always to get names correct.

4. We will ensure equal access to opportunities which will enhance the child's welfare and development by
   - avoiding assumptions about any child's potential for development.
   - not stereotyping the role people play in adult life.
   - offering all opportunities to all children both inside and outside the classroom.
   - using role models to illustrate positive images of all in adult life.

5. We will oppose prejudice and discrimination by
   - recognising that all children are damaged by prejudice.
   - avoiding damage to self-esteem by discrimination.
   - avoiding children growing up with a distorted view of life and a false picture of the world because they wrongly believe some people are superior to others.
   - challenging any prejudice and discrimination.
   - providing the right help at the appropriate time to prevent any issues escalating if children are identified as being at risk of radicalisation.

6. We will demonstrate that we value the differences between individuals and groups in society by
   - encouraging children to appreciate the ways they are different from one another and see differences as good, not something to tease and abuse one another about.
   - giving children accurate information about 'differences' to promote understanding and avoid prejudice.

7. We will work effectively with children with SEN/ learning difficulties or disabilities, and in line with our policy for pupils with SEN and the SEN Code of Practice.

8. We will ensure that all our monitoring and evaluating procedures are used effectively to identify any child or groups of pupils who are not progressing as they should. Appropriate action must be taken if this is the case.

Success Criteria

Equal opportunity and the effectiveness of inclusive practices that promote and value diversity and difference will be **monitored and evaluated** in the following areas to identify the need for greater focus

1. Examination results
2. Playground/classroom interaction
3. Displays in school – Learning environment review
4. Perceptions of parents and pupils e.g. through questionnaires, pupil voice, school council
5. Teaching styles and differentiated work/activities – through scrutiny of planning and work
6. Use of resources
7. Teacher assessment and value-added information
8. Classroom observations of the quality of teaching and learning – every child a learner every lesson
9. Participation in extra curricular activities

10. Attendance
11. Reports of any incidents of discrimination
12. Monitoring of playground behaviour
13. Policy audits conducted by the Statutory Compliance Working Group

The Headteacher, (supported by the Senior Leadership Team) is responsible for ensuring that this policy is followed. Any child, parent or member of staff who considers that there has been a breach of this policy should inform the Headteacher who will investigate the matter and take action, as appropriate.

Reviewed in October 2026

APPENDIX 1

Strategies used in school to help equal opportunities practice

- Planning activities of a non-stereotypical nature such as the home corner and apparatus.
- Giving children time to talk in class discussions to give everyone opportunity to voice opinion and discuss how they are feeling.
- Encouraging the sharing of experiences.
- Reviewing and updating resources so that appropriate messages are presented to the children.
- Books and toys
- Planning role play experiences to include addressing age, disability, race and gender.
- Providing a differentiated curriculum by using classroom approaches that cater for individual differences but which do not make distinctions that have negative effects on children, their learning and development.
- Displays around the school promoting positive equality issues.
- Providing an "entitlement" curriculum which aims to offer the same balanced curriculum and learning experiences to all.
- Children encouraged to think about the exclusion of others and the negative effect it can have.
- Involving children in rule making in the classroom and at a whole school level through the school council.
- Using assembly time and collective worship themes to reinforce equal opportunity issues.
- Using targets and rewards for children to reinforce good behaviour and attitudes.
- Subject leaders to address equality issues within their subject.
- Giving children a voice e.g. through the school council, pupil voice.
- Sharing various religious celebrations throughout the year.
- Providing extra support for children learning English as an additional language. (LAMDA)