



Caversham Preparatory School

Policies and Procedures

280 Equality and Diversity Policy

Equality and Diversity Policy

Including those in the EYFS (Early Years Foundation Stage)

Introduction

Under the [Equality Act \(2010\)](#) all schools are responsible for eliminating any form of discrimination and for promoting good relations between children, staff and parents, ensuring that all pupils, regardless of sex, race, ability, disability, religion or belief, sexual orientation, gender re-assignment, should have equal access to all aspects of school life, reflected in the school environment and its curriculum.

Principles

- Every child has the right to dignity and respect. We will not tolerate bullying or harassment.
- Every child will be respected and their individuality and potential recognised, valued and nurtured.
- Ensure equality of access for all pupils and prepare them for life in a diverse society
- Promote attitudes and values that will challenge racist, homophobic, sexist, anti-religious and insensitivity to disability behaviour

Commitment

- To provide for all pupils according to their needs, irrespective of sex, race, disability, religion or belief or sexual orientation.
- Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.
- Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged by staff to accept and respects names from other cultures.
- The school values linguistic diversity positively. Pupils and parents will feel that their language spoken at home is valued.
- We will not discriminate, harass or victimise a pupil or potential pupil in the way we admit a pupil or provide education, access to any benefit, facility or service or by excluding a pupil or subjecting them to any detriment.
- Equality of opportunity permeates the whole school curriculum and is reflected in the school organisation.
- All parent and carers, regardless of ethnic background, disability, gender or socio-economic background are welcome and will be encouraged to participate in the life of the school.
- We shall foster a positive atmosphere of mutual respect and trust among children and staff.
- Staff should take every opportunity to encourage children to behave appropriately and to deal with incidents positively.
- We will be sensitive to and provide for cultural and religious requirements, such as diet and events.
- Our aim is to show respectful awareness of all major events in the lives of children within our school and in society as a whole.
- We will provide positive opportunities for disabled pupils and where necessary making reasonable adjustments to allow for equality of provision with pupils without disabilities.
- We will carry out accessibility planning aimed at increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment to enable



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disabled pupils to take better advantage of education, benefits, facilities and services provided, and improve the availability of information to disabled pupils.

Curriculum

We will:

- Equip pupils with an awareness of our diverse community and to appreciate the value of difference.
- Teach that discrimination is not acceptable.
- Give appropriate opportunities to children to explore, acknowledge and value similarities and differences between themselves and others.
- Plan activities and the use of play equipment that offer children opportunities to develop free from prejudice and discrimination and encouraged to enjoy and learn from them equally.
- Use materials that reflect a range of cultural backgrounds, without stereotyping
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seek to involve a diverse range of parents in supporting their child's education
- Provide educational visits and extra-curricular activities that reflect all pupil groupings
- Take account of the performance of all pupils when planning for future learning and setting challenging targets

Staff Development

- All members of staff are entitled to appropriate training, in order that they can play their full part in ensuring that our school promotes equality and diversity of provision for our pupils. Training is linked to priorities within the school's strategic plan. Induction for new staff includes an element on our equality and diversity principles.

Monitoring

- This policy will be monitored by the Head Teacher.
- It is the responsibility of all staff to monitor the success of the policy by ensuring that issues raised within it are followed and supported.
- Where monitoring identifies a manner of concern, appropriate action will be taken by the senior leadership team to address the situation, after seeking appropriate consultation and advice.

Equality, Diversity and Inclusion Governor (EDI)

The Board ensures that our equality and diversity policy is implemented and kept under regular review. This is undertaken by the EDI Governor, Mrs L White who reviews policy, practice and procedures annually to ensure we are working within the Equality Act in all areas of school life.



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Policy Administration

Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Complaints Procedure
- Continuing Professional Development Policy
- Inclusion Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Staff Code of Conduct
- Whistleblowing Policy

Quoted Legislation and Guidance

- [Equality Act 2010](#)

Review Schedule

This policy is subject to 3 yearly reviews unless circumstances require an earlier review.

Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	2017	
J Lawson	2019	Reviewed: J Lawson Jan 2019 to include 'ability' and 'gender re-assignment.
A Lawson	April 2021	Formatting and Updating Links
J Lawson	August 2022	Para added on EDI Governor and reviewed for Induction CPD