ALDENHAM
PREP SCHOOL

Equal Opportunities for Pupils Policy

Managed by:	Updated:	Review Date:
S M Galpin	August 2026	August 2027

Head's Authorisation:	Date:
S. Galpin	August 2026
Mrs S M Galpin	

INFORMATION

This is a copy of a controlled document. If you are unsure of it being the most current version, please refer to the office. If you need any changes to be made please speak to the office or the Policy Manager.

Scope

Aldenham Prep School is mindful of its own stated aims and objectives and of its legal obligations under current equal opportunities legislation. A strong commitment to ensuring equal opportunities for all pupils is an important aspect of the School's mission and is embedded in its working practice.

Aldenham Prep School is committed to equal treatment for all pupils, regardless of age, race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity ('protected characteristics'). The School seeks to ensure that all pupils are treated fairly, with dignity and respect, and are able to participate fully in school life.

Aims

The aims of this policy and the School's ethos as a whole are to:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics;
- Promote equality of opportunity for all members of the School community;
- Foster an inclusive culture in which diversity is valued and celebrated.
- Comply with the School's equality duties contained in the Equality Act 2010 and the Independent School Standards..

All members of the School community are expected to comply with this policy. All parents are expected to support the aims of this policy and the School's ethos of tolerance, inclusion and respect.

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. Where there is competition for places, each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The School accepts applications from, and admits, all prospective pupils irrespective of their gender, disability, gender reassignment, race, religion or belief, sexual orientation, pregnancy or maternity, or special educational needs ('SEN').

Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child 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 offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

Financial Circumstances

Aldenham Prep School is a fee-paying school and as such, parents, guardians or other persons responsible for the payment of fees for a pupil are responsible for ensuring the punctual payment of all fees and extras as the Headteacher, Bursar and Governors may determine. Subject to this condition, the School shall ensure for all pupils attending the School, equality of opportunity and provision regardless of the social or financial circumstances of their families.

Educational Services

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

The School will not tolerate victimisation of any pupil, parent, member of staff or other member of the School community who, in good faith, raise concerns relating to discrimination, equality, diversity or inclusion.

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 pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support;
- Monitor the admission and progress of pupils from different backgrounds;
- Challenge inappropriate discriminatory behaviour, language, prejudice, harassment or victimisation by pupils and staff, whether occurring in person, online or through social media where it affects members of the School community.
- Offer all pupils access to all areas of the curriculum and a full range of co-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; and,
- Use the curriculum, assemblies and PSHE to:
    - Promote respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010.
    - Promote positive images and role models to avoid prejudice and raise awareness of related issues.
    - Promote understanding, appreciation and celebration of diversity through the curriculum, assemblies, themed events, cultural celebrations, enrichment activities and opportunities for pupils to learn about different communities, backgrounds and experiences.

The School recognises that unlawful behaviour may include direct discrimination, indirect discrimination, discrimination arising from disability, harassment and victimisation, whether intentional or unintentional.

Harassment, bullying and discriminatory behaviour in all its forms, including prejudicial language and online misconduct, are unacceptable and will be addressed in accordance with the School's Behaviour and Discipline Policy, Anti-Bullying Policy and safeguarding procedures.

Religious Belief

Although the School's religious 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.

All pupils are required to attend School religious services. It is fully understood and respected that pupils may be required to be absent on occasion during the course of the school year in order to observe religious holidays.

The Governing 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.

Dietary Requirements

The School employs an outside catering company (Holroyd Howe) who provides a nutritious and balanced diet with plenty of choice at mealtimes. Provision is made at all meals for pupils who have special dietary requirements based on preference, religion or medical advice. School Council discuss the school's food provision and influences future menu choice.

Sexual Orientation

The School will ensure equality of opportunity regardless of a student's sexual orientation. The School seeks to be understanding of students irrespective of their sexual orientation and promotes social awareness via assemblies and in PSHE lessons.

Gender Reassignment

The School recognises gender reassignment as a protected characteristic under the Equality Act 2010.

The School will treat all pupils with dignity and respect and will consider the individual needs of pupils who are questioning their gender identity or who share the protected characteristic of gender reassignment.

Support will be provided in accordance with the Equality Act 2010, safeguarding obligations and relevant Department for Education guidance, taking account of the welfare, rights and needs of all pupils.

Requests for Variation in the School Uniform

All pupils are required to wear uniforms. The Headteacher will consider requests from parents and pupils for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds provided they are consistent with the School's policy on health and safety and it is reasonable in all the circumstances including in light of the School's obligations under the Equality Act 2010.

Reasonable Adjustments for Pupils with Disability

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 with other pupils.

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 pupil's disability and the resources available to the School. Further information on the School's reasonable adjustments of duty can be found in the School's Special Educational Needs and Disability Policy.

The School has an Accessibility Plan in place which can be found on the School website and a hard copy can be made available upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment

of the School; and improve the delivery to disabled pupils subject to reasonable adjustment.

Special Educational Needs

The School will strive to make appropriate provision for students with SEND requirements, and individual support lessons are available. In addition, SEN assessment is available at the School and access arrangements can be made for pupils with special requirements for examinations, e.g., ICT facilities, amanuensis, separate room arrangements.

EYFS

The EYFS framework is designed to be fully inclusive of all children's needs, recognising the need to respond to different ethnicity, culture, religion or belief, home language, family background, SEN, disability, gender or ability. There is significant flexibility to provide the three prime and four specific areas of Learning and Development in a way that reflects the needs and circumstances of each child. In the majority of cases, therefore, it will be possible to deliver the EYFS in a way that is compatible with providers and parents' philosophies and beliefs.

Equality Policy for EYFS

Aims and Objectives

a) Equality of opportunity throughout the EYFS is about providing equality and excellence for all in order to promote the highest standards of achievement. Equality of opportunity applies to all members of the school community – pupils, staff and parents.
b) Our policy is based on the following core values as expressed in the School's mission statement.
    - EYFS children are encouraged to become their best selves.
    - We provide for the talents, strengths, interests and needs of a wide variety of children
    - We provide a broad and inspiring education across all subjects, in a cherishing and supportive environment.

c) These statements are designed to ensure that the School meets the needs of all, taking account of gender, ethnicity, culture, religion, language, ability, and disability. It is important that we meet the needs of every pupil to ensure inclusion for all.

    We aim to:
    - Promote equality of opportunity
    - Promote racial equality and good race relations
    - Oppose all forms of prejudice and discrimination.

d) To achieve these aims, we will make all members of the school community aware of our philosophy.
    In our school:
    - We believe that all our children matter.
    - We give our children every opportunity to achieve their best and value each child's accomplishments.

e) We do this by taking account of our children's range of life experiences when planning their learning.
f) We set each child realistic and challenging expectations to enable most children to achieve

the Early Learning Goals by the end of the Foundation Stage. Some children will progress beyond this point. We do this in order to meet the needs of boys and girls, children with special educational needs, more able children, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and children from diverse linguistic backgrounds.

Resources

The provision of good quality resources and materials is a high priority. Where appropriate, resources and displays reflect the experiences and backgrounds of the range of people living in the United Kingdom. We endeavour to celebrate diversity, promote inclusion and challenge stereotypes through resources, learning opportunities and displays.

Working with Parents and Other Agencies

We feel that we work closely with all parents and with outside agencies where appropriate. We provide opportunities for all parents and other agencies to feel welcomed in School, work in partnership with teachers and be well informed by clear communication.

Reference can be made to the Equality Act 2010, Equality Act 2010 DfE and Department for Education guidance.

Monitoring and Review

The Headteacher, together with the Senior Leadership Team, will monitor the implementation and effectiveness of this policy on an on-going basis. Equality-related concerns, incidents, and trends will be reviewed as appropriate to inform future practice and support continuous improvement.

The policy will be reviewed annually and presented to Governors for approval and oversight.

Breach of this Policy

Pupils who are in breach of this policy may be sanctioned in accordance with the School's Behaviour and Discipline Policy.

The School is opposed to all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities. In reported cases of racist behaviour, the School adheres to the guidance contained in the Dealing with Racist Incidents Policy.

Aldenham Prep School will seek to ensure equality of opportunity for all pupils in the areas outlined above at every possible stage. The School recognises the right of pupils or their families to express concern where they feel that this may not be the case. Use of the School's complaints procedure or of the normal mechanisms of raising concern by way of teaching staff and other members of staff is applicable to concerns covered by this document as to other questions of welfare and academic progress.

The School seeks to ensure provision of equality of opportunity is consistent with the safety and welfare of pupils and appropriate to their age and stage of development. The School will explain fully to pupils or their families any occasions where apparent differences in the treatment of pupils may be appropriate because of age, disability, medical or safeguarding considerations. School rules and procedures are applied fairly to all pupils, as are the School's systems of rewards and sanctions.

The School regards it as a positive advantage that the mixture of religions, traditions, cultural and

national backgrounds represented in its community is a rich one, to be enjoyed and appreciated by all members of the School. The positive and active assurance of equality of opportunity is an essential part of the School's mission.

Equal Opportunities for Pupils Policy

Date:	Pages:	Amendments:	Reason:	Name:
Nov.2020		Re-written	Now a Prep School policy rather than a Foundation one.	S Galpin
Aug 2022	Front page	Acting Head and name	Change of position and role	S Galpin
Aug 2022	Front page	New Crest	Updated Crest	S Galpin
Aug 23	Front page	Removal of Acting Head	Permanent appointment of Head	S Galpin
Aug 24	Pages 2,3 and 5	Change from Headmistress to Headteacher	Change of term	S Galpiny
Aug 24	Page 3	Removal of Junior Diversity group in Year 6; replaced with assemblies	Updated practice	S Galpin
Aug 26	Throughout	Added pregnancy and maternity as a protected characteristic. Added explicit reference to victimisation. Strengthened provisions relating to discriminatory behaviour online and through social media. Updated gender reassignment section to reflect current safeguarding expectations. Strengthened monitoring and Governor oversight arrangements. Enhanced references to celebrating	To ensure continued alignment with the Equality Act 2010, current Department for Education guidance, Equality and Human Rights Commission guidance, and Independent School Standards expectations regarding equality, inclusion, diversity, safeguarding and pupil welfare.	S Galpin

		diversity through curriculum enrichment, assemblies and cultural events. Expanded discrimination section to include victimisation and online harassment.		

Document History