

Procedures:	Equal Opportunities Policy
Applies to:	WPS
Authors:	D Alder
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Signed:	



Warwick  
Preparatory  
School

## **Equal Opportunities Policy**

**Last Review: Summer 2022**

**Next Review: Summer 2025**

**Responsible: Head**

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## 1. Scope

This policy applies to the whole of Warwick Preparatory School, including the EYFS.

This policy should be read in conjunction with the Foundation Terms and Conditions for pupils, as well as the Equal Opportunities Policy with regard to Human Resources.

## 2. Aims

- To give every member of the school a sense of worth and personal esteem.
- To encourage all members of the school – children, staff, parents and visitors to value and respect others.
- To enable individuals to develop and grow to their full potential.
- To recognise that all have both abilities and needs.
- To avoid stereotyping, unconscious bias and cultural appropriation.
- To avoid attaching negative language to any group.
- To challenge inappropriate attitudes and practices.
- To encourage mutual respect.
- To celebrate differences between people of different backgrounds whilst acknowledging that people have much in common.
- To provide positive role models for pupils of all backgrounds.
- To value the role of parents and the wider community in the school.
- To encourage respect for other people, paying particular regard to the protected characteristics\* set out in the 2010 Equality Act.
- To avoid undermining the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To ensure the school does not discriminate against pupils, contrary to the Equality Act 2010.

*\* Protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation.*

## 3. The School as a multi-faith community

- Whilst the school is predominantly Christian, it welcomes the insights of other World faiths.
- Assemblies will take account of and value the traditions of other faiths.
- Religious education, whilst being principally Christian, will promote an understanding of and respect for the major World faiths.
- There will be sensitivity to religions and cultural customs in all areas of school life, including diet and uniform.
- Pupils of faiths other than Christian are encouraged to recognise the Christian ethos of Warwick Prep and participate in activities which form part of the whole school culture.

#### **4. The School as a Co-Educational Establishment**

- The school will foster equal rights and opportunities to pupils regardless of gender.
- Wherever and whenever possible girls and boys will be taught, will socialise and will be rewarded in the same way without distinction.
- The school will ensure that in the language it uses at all times there will be due consideration for the issues of gender and bias.
- In class there should be a mix of boys and girls rather than all boys or girls sitting together, though PHSEE may be an exception in certain circumstances.

#### **5. The School's Atmosphere and Environment**

- The school will provide a welcoming atmosphere and an environment, which is safe for all its members.
- Relationships within the school will be governed by mutual respect between all its members and behaviour shall include the common courtesies.
- Displays in the school will reflect the diversity of its intake and the achievements of all levels of ability.
- Anti-social behaviour will be dealt with in a way which is just and fair for all pupils.
- The school will be kept free of graffiti; offensive graffiti is dealt with as a priority.

#### **6. The School's Teaching Resources**

- The school will seek to understand the nature of bias in teaching resources so as to ensure the careful selection of textbooks and other materials to avoid stereotypes.
- The school will seek to use the diversity of its pupils, their parents and the communities from which they come as important resources.

#### **7. The School's Curriculum Organisation**

- The school will strive to make the curriculum accessible to all regardless of ability, race, culture or physical disability.
- The school will ensure that stereotyped images of subjects are avoided.
- The school's named SENCo is Miss E Eastwood who works alongside all staff to ensure the curriculum provision for children who have special educational needs, English as an additional language or disabilities are catered for and as far as practicably possible included within the normal classroom environment. Within the EYFS, the named SENCo is Ms M Williamson. Where appropriate, support will be given in smaller groups or individually as part of an additional programme. Further information can be found in the Schools SEND policy and EYFS policy.
- The school will strive to include, value and support all children with special educational needs or disabilities (including those with temporary disabilities) and consider their needs on an individual basis. When accepting children into

the school, criteria relating to equal opportunity as detailed in the Admissions Policy will be adhered to.

- The fundamental unit of teaching groups for each new intake will be mixed ability groups encompassing the full range of faith backgrounds and communities from which pupils come. Setting in Maths in Upper School is based purely on the individual ability of each pupil.

## **8. The School's Extra Curricular Provision**

- The school's Educational Visits procedures detail how pupils with individual needs are met and catered for, to enable maximum inclusion. For pupils who have specific needs separate risk assessments are drawn up and for residential trips, this information is shared with parents who have the opportunity to contribute.
- The school's extra-curricular provision is wide and varied. It provides a range of opportunities to for pupils and so caters for children with different interests, abilities and needs. New ideas for activities are actively considered.

## **9. Language and Dialect in School**

- The school will encourage pupils to take a pride in their first language.
- The school will provide support for pupils whose first language is not English where their ability to learn and access the curriculum is directly held back by their knowledge of English. Each case will be considered individually. Support may be short, medium or long term and carried out as part of a group, or individually.
- Dialects are an important part of cultural and racial heritage and therefore shall not be ridiculed or seen as inferior.
- Negative and abusive language shall not be used.
- Language should not reinforce prejudicial stereotypes.

## **10. Monitoring the School's Equal Opportunity Policy**

Our progress in achieving equal opportunity, and so promoting and valuing diversity and difference, will be monitored through:

- Internal and external examination results.
- The composition of sets where setting arrangements are used in different subjects.
- Internal referrals for misbehaviour.
- Exclusions from the school.
- Parental support at meetings.
- Pupil destinations at 7+ and 11+.
- Regular review and refinement of SMSC (social, moral, spiritual and cultural) opportunities within the school.
- Discussion of any day-to-day issues that are brought to the attention of senior managers and so considered at SLT level.

- Monitoring of the schools SEND provision in line with the SEND and Curriculum policies.
- Regular review of the school's Accessibility Plan.
- Ensuring induction training for staff working with the EYFS includes equality training.

It is the aim of Warwick Prep to foster an atmosphere in which no person involved should be discriminated against or discriminate, on the grounds of gender, race or culture. Furthermore, positive images of other cultures should be, at all times, encouraged.

Where the practices of equal opportunity are challenged, the school will investigate these in line with the school's Behaviour Policy, Anti-Bullying Policy or the Foundation Employment handbook as appropriate.

Policy Reviewed: Summer 2022  
Date of next Review: Spring 2025