



Chesham Preparatory School

EQUAL OPPORTUNITIES POLICY

Note: This Policy applies to the Early Years Foundation Stage as well as to the whole school.

Promoting equal opportunities is fundamental to the aims and ethos of Chesham Preparatory School. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual and providing a comfortable and welcoming atmosphere, where each individual feels valued and can flourish.

We aim to provide a learning environment that is stimulating, rewarding, safe and secure, and one in which pupils and staff feel respected, valued, supported and encouraged to make the best of their talents and opportunities.

The School is committed to equal treatment for all and does not discriminate against any individual on the grounds of the protected characteristics set out in the Equality Act 2010: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race, including colour, nationality and ethnic or national origins; religion or belief; sex; and sexual orientation. The provisions of the Equality Act 2010 relating to age and to marriage and civil partnership do not apply to pupils, but they do apply to the School's staff. The School also does not treat any individual less favourably on the grounds of learning difficulty, body image or social background. We are a partially selective school: entry is subject to the admissions criteria set out in the School's Admissions Policy and Procedure, which are applied fairly and consistently to every candidate, and we may decline a place where we do not believe a child would be able to access our curriculum or where we could not meet their needs. We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible.

We also welcome applications from pupils with special needs and disabilities and refer parents to our policy for Special Educational Needs and Disability (SEND) and Inclusion.

Regulatory framework

This policy has been prepared to meet the School's responsibilities under:

- Equality Act 2010, and in particular Part 6, Chapter 1 (education) and Schedule 10 (accessibility);
- Education (Independent School Standards) Regulations 2014;
- Statutory framework for the Early Years Foundation Stage (DfE, July 2026);
- Education and Skills Act 2008; and
- Special educational needs and disability code of practice: 0 to 25 years (DfE and Department of Health, January 2015).

This policy should be read alongside the School's Admissions Policy and Procedure, its SEND and Inclusion Policy and its Three Year Accessibility Plan.

Code of conduct

All staff play an active role in monitoring the implementation of this policy. This might take place in assemblies, PSHE, RE, Drama, English, Form/Circle/Golden Time, tutor meetings and other lessons to:

- promote tolerance of each other and for each other's position within the school community;
- promote positive images and role models to avoid prejudice and raise awareness of related issues;
- foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures while understanding and being able to spot examples of bias and prejudice;
- understand why and how we will deal with offensive language and behaviour;
- understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms is unlawful and unacceptable; our Behaviour, Discipline and Exclusions Policy and our Anti-Bullying Policy both contain clear procedures for dealing with unlawful discrimination.

In order for this policy to be successful, the School requires strong, positive support from parents and guardians and full acceptance of the School's ethos of tolerance and respect.

Monitoring

This policy is monitored regularly and reported to the Governors annually in order to ensure its effectiveness.

English as an Additional Language

In order to cope with the academic and social demands of the School, pupils need to become fluent English speakers. Tuition in English as an Additional Language (EAL) can be arranged at the parents' expense. Further information can be found in the School's EAL Policy.

Requests for variation in the School's uniform

Although the School has Christian roots, we do not select for entry on the basis of religious belief and we welcome pupils of all faiths and none. However, parents should be aware that all pupils are required to wear the School's uniform. The Headteacher will consider written requests from parents for variations in the uniform on religious grounds that are consistent with the School's ethos and its policy on health and safety. The Headteacher may take expert advice and will normally arrange to meet with the parents to discuss the implications of such a request.

Complaints

Any complaints about the operation of this policy should be made in line with the School's Complaints Policy and Procedure for Parents.

Policy reviewed: September 2026

Next review: September 2027

Person responsible: The Headteacher