

Equality, Diversity and Inclusion Policy

This policy is applicable to all Governors, staff, associates, volunteers and student teachers, parents/carers, plus all pupils in the school. It also applies to the EYFS phase of our school.

Statement of intentions

We are committed to fostering an environment that promotes **our vision** 'To continue to be recognised as a leading Prep school, providing unforgettable learning experiences which inspire our pupils to **Believe** in themselves, to **Persevere** and **Succeed** in all they do'.

Our policies are designed to support the diverse needs of all our pupils, our staff, and our community. This policy and its procedures have been developed with due regard for our duties and obligations, for the safeguarding and wellbeing of all our pupils.

Principles of the policy

This policy has been written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- Keeping Children Safe in Education 2026
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Equality Act 2010 including
 - Schedule 1 Disability: supplementary provision
 - Schedule 10 Accessibility for disabled pupils
 - Schedule 13 Education: reasonable adjustments
 - Schedule 17 Disabled pupils: enforcement
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- Various United Nations Conventions on The Rights of the Child, People with Disabilities and the Human Rights Act 1998
- Access Arrangements and Reasonable Adjustments: Adjustments for candidates with disabilities and learning difficulties (updated) March 2026.

All School policies and practices will conform to the principle of equal opportunities.

This policy applies to all members of our school and should be read in conjunction with the following school policies:

Safeguarding and Child Protection Policy	Curriculum, Teaching and Learning	Personal, Social, Health Economic Education Policy
Admissions Policy	SEN Policy and SENDA Plan	Disabilities policy
Inclusion Policy	Able, Gifted and Talented	Equality Policy
Positive Behaviour	Risk Assessment	Safer Recruitment
Fire Safety	Complaints Policy	Anti-Bullying Policy
Whistleblowing Policy	Staff Code of Conduct	Online Safety Policy
Supporting Mental Health and Well-being at work		

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Introduction

Bowdon Preparatory School is proactively committed to creating a stimulating teaching, learning, and working environment that values diversity, mutual respect, and one another. We strive to create and maintain an environment of equality, diversity, and inclusion (EDI) in all aspects of wider school life. We aim to provide an equitable education for our pupils. Our collective aim is to create, nurture, and uphold an environment of trust and openness, where everyone feels secure, respected, and valued.

We value diversity across all dimensions of difference so that pupils and staff can flourish and achieve their full potential in an environment where there is no place for discrimination. We believe that diversity enriches our individual and collective experience, performance, and achievement; it is integral to living our school values that we foster positive and respectful relationships which are based on compassion, kindness, and integrity.

We seek to reflect inclusion by welcoming pupils and staff from all backgrounds. We will aim to continually develop inclusive practice to provide a 'school family' culture of belonging in which all pupils and staff feel authentic in their daily learning and work.

The Aims of The Policy

- Continue to create an inclusive school community where diversity is celebrated, and everyone is valued and respected
- Have understanding and participation at the forefront of all levels of equality, diversity, and inclusion access
- Effectively integrate equality, diversity, and inclusion into all our collective learning, including our strategies, policies, academic and co-curriculum, enrichment opportunities, assessment methods, pastoral care, admissions, recruitment, and engagements with families and carers
- Develop a proactive appreciation of equality, diversity, and inclusion as a strength of the school
- Fulfil our obligations to pupils and staff

This policy has been prepared with reference to the school's obligations under The Education (Independent School Standards) Regulations 2014. We work together with our pupils, families, carers, staff, Governors and external agencies to ensure that equality and inclusion is embedded in our daily school life.

We are committed to meeting the Statutory duties of The Equality Act 2010, which replaces previous anti-discrimination laws with a single Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. This policy includes how we will comply with our duties and provides guidance about our approach to promoting equality and diversity. We acknowledge that these duties also reflect international human rights standards expressed in the United Nations Conventions on The Rights of

the Child, the United Nations Conventions on The Rights of people with Disabilities, and the Human Rights Act 1998. In addition, we continue to consult Independent Schools Standards regulations 2014, KCSIE 2026 and Ofsted reviews, as appropriate.

Objectives of the policy

Equality is about creating a fairer community, where everyone can take part and where everyone can reach their full potential. Equality of opportunity has a legal framework to ensure that protected groups are not discriminated against.

Diversity is about recognising and valuing difference, where everyone is respected for who they are.

Inclusion is the culture we aim to create in which a diverse mix of people can come to work and school, feel comfortable and confident to be themselves, work and learn in a way that enables them and delivers professional/educational needs. Inclusion aims to ensure that everyone feels valued, and importantly, adds value.

Equity recognises that each person has different circumstances and starting points, we allocate resources and opportunities needed to reach an equal outcome. We use 'equity' in conjunction with the concept of 'equality' but recognise the subtle difference.

We are committed to the following principle of equal opportunities that opposes discrimination based on the following protected characteristics:

- gender or gender reassignment
- sexual orientation
- marital or civil partnership status
- race
- religious belief
- pregnancy and maternity
- disability
- age

We will take all reasonable steps within our power to ensure that all members of our community are treated equally and fairly.

Key principles

Our approach to equality and diversity is based on the following:

- All people are of equal value.
- We recognise, respect and value difference and understand that diversity is a strength
- We foster positive attitudes and relationships.
- We foster a shared sense of inclusion and belonging.
- We observe good equalities practice for our staff.
- We work to raise standards and improve outcomes for all learners, especially the most vulnerable.

- We challenge negative prejudice and stereotyping.

Responsibilities

We all have a responsibility to act in accordance with this policy. Every member of our school community is to be respected and respect others.

Collective responsibilities:

- To equally take responsibility for ensuring we have a school where all are valued and respected. This includes feeling comfortable and supporting others to express views, openly and constructively.
- Developing a culture of being active bystanders, by respectfully speaking out or reporting any form of discrimination, unfair treatment, bullying or harassment.
- Challenging any form of behaviour which disrespects areas of difference.
- Be familiar with this policy and act in accordance with its aims.

Governors and Leadership:

- To ensure that the school complies with legislation
- To monitor the school's effectiveness in maintaining its commitment to implement its duties under the Equality Act, in terms of standards and attainment, curriculum, admissions, attendance, exclusions, awards, participation, progression, personnel issues, and the school environment.

Headteacher

- To take overall responsibility for the implementation and promotion of the policy, making sure pupils and staff are aware of their responsibilities, giving appropriate training and support.
- To provide visible leadership on equality, diversity, and inclusion, and lead by example.
- Take a lead role in self-evaluation and staff development for equality, diversity and inclusion
- Offer strategic direction, leadership and support
- Take responsibility for monitoring and reviewing the effective operation of the policy and work with the Bursar/Human resource lead to make recommendations for change.
- Take appropriate action in any cases of unlawful discrimination.

Senior Leadership Team and Equality, Diversity and Inclusion Lead

- Develop, maintain, and disseminate current knowledge of EDI and opportunities for best practice
- Review and co-ordinate the implementation of the policy
- Work on a development plan
- Promote, encourage, and monitor EDI across the School

Equality, Diversity and Inclusion for Pupils

This policy celebrates and recognises the work that Bowdon Preparatory School is undertaking to ensure equality, recognise diversity, and promote inclusion through all aspects of teaching and learning. The school seeks to develop a caring, informed community of pupils who:

- treat others fairly,
- understand the importance of celebrating equality and diversity,
- develop skills which enable them to include others who may feel left out,
- show respect for others,
- listen actively to others,
- seek to better understand different beliefs, traditions, and cultures,
- are developing informed, ethical views of various issues,
- know why discrimination is unacceptable and how to challenge it, age and stage appropriately.

All pupils will be treated with equity, and where necessary, positive action will be implemented to include pupils of minority groups; support and guidance will therefore be commensurate to their need.

We are committed to the review and implementation of a broad and balanced curriculum that continually reviews and embeds a critical lens with respect to content and delivery. Where possible, we shall promote equality, diversity, and inclusion within the curriculum and the co-curriculum, through assemblies and visiting speakers. We aim to prepare pupils for a global, multi-cultural society. We continue to develop a curriculum which incorporates a diversity of content that has regard to the protected characteristics under the Equality Act 2010. Our mission is to support our pupils in building emotional and social capacities to enable them to delight in the wonders that lie ahead, be valued as role models, and well-equipped as citizens of the future.

Admissions

The school will seek to identify inclusion deficits by monitoring the profile of pupil admissions at all entry points and identifying the nature and cause of any under-representation related to pupil intake. Bowdon Preparatory School will ensure communications appeal to a wide breadth of pupils and families and seek to develop excellent liaison and support for incoming pupils through equality assessment. The school has a bursary scheme to ensure the needs of pupils are met, and in recognition of our commitment to widening participation and improving pupil outcomes.

Pastoral care

The school will make every effort to support pupils who experience difficulties in learning, social inclusion, or other aspects of their lives at school and remove them, where possible.

Staff will:

- promote an inclusive and collaborative ethos in their classroom,

- challenge prejudice and discrimination; and deal fairly and professionally with any prejudice - related incidents that may occur,
- plan and deliver lessons that reflect the school's ethos,
- provide materials that give positive images in terms of race, gender and disability,
- expect the highest standards from all pupils,
- support different groups of pupils in their class through adaptive planning and teaching, especially those who have difficulties with learning,
- recognise 'pupil voice' and well-being in pupil profiles for SEND pupils or those with SEMH care plans,
- keep up to date with equalities legislation relevant to their work.

We seek to develop assessments into our pastoral care, recognising that some pupils may have to deal with barriers to learning and inclusion which are related to protected characteristics. We recognise that staff training, cultural awareness and liaison with parents and carers is vital in delivering effective pastoral care. The Personal, Social, Health and Economic Education Policy curriculum will be continually reviewed to ensure that pastoral education is up to date and relevant.

Behaviour

As a school we aim to create and nurture an environment where everyone feels secure, respected and valued. Pupils are expected to behave in line with school value and foster relationships based on compassion, kindness and integrity. Staff will set a positive example by role-modelling these expectations. Any incidents of harassment, bullying or misconduct relating to issues of equality, diversity and inclusion will be dealt with in accordance with the School's Behaviour Policy. Reasonable adjustments to this policy will be made for pupils that have a physical or mental health disability.

Equality, Diversity and Inclusion for Staff

In line with our Staff Code of Conduct, we seek to continually create an environment where all staff are responsible for treating colleagues, pupils, staff, parents and visitors with dignity and respect, and behave in a way that does not precipitate claims of discrimination, harassment, or victimisation. Any allegations will be dealt with under staff disciplinary procedures.

All staff are required to support and participate in any measures and training required to promote Equality, Diversity and Inclusion. Training will be kept under review in line with the School Development Plan and any subsequent Equality, Diversity and Inclusion Development Plan.

Recruitment and selection, promotion and access to training

We strive to ensure the elimination of discrimination and harassment in our employment practice. All staff appointments and promotions are based on merit and ability and in compliance with the law. We ensure that, wherever possible, our staff complement reflects the diversity of our school and local community. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

The Headmistress will consider the steps taken to ensure that members of staff who may have a disability are not treated less favourably and that reasonable adjustments are made for them. Wherever possible, the development needs of disabled staff will be discussed with the member of staff on a regular basis. Support time will be allocated, relevant to the needs of the disabled member of staff. The timetable will be adjusted to reflect the needs of disabled staff members. Within the constraints of financial resources, the school aims to make reasonable adjustments to the premises to enable the member of staff can teach effectively.

The school will ensure that all members of staff are fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on ground of race, religion, gender, gender reassignment, sexual orientation, disability or social background. The school will ensure that pupils are aware of Bowdon Preparatory School's attitude to equal opportunities, harassment and discrimination on grounds of race, religion, gender, gender reassignment, sexual orientation, disability or social background and the conduct expected of pupils.

Individual staff training needs shall be identified through staff appraisal and development reviews. All staff will be given an equal opportunity for, and access to, training as appropriate to enable them to perform to their full potential.

Complaints and Support

If anyone believes that they have been discriminated against, bullied, harassed or victimised based on a protected characteristic they should follow the Complaints Policy. All complaints will be taken seriously and responded to sensitively. Pupils may speak with a trusted adult in school; this may be a member of teaching staff, or a Phase leader. Staff should feel able to seek support from their Head of Department, Phase Leader or any member of the Senior Leadership Team.

Monitoring and Data

We will monitor the effectiveness of this policy by undertaking an annual review.

We will use appropriate methods of collecting, processing and evaluating data which will help us to identify any trends, identify any underrepresentation and work towards improvements. Such information may include:

- Information on race, sex, gender, age, disability, learning capacity, religion and belief, sexual orientation
- Results from any EDI staff, pupil, parent surveys
- Pay data so that we can fulfil our obligations under the Gender Pay Gap Regulations

Communications and Publicity

The school seeks to include people from under-represented groups in all communications and publicity. We seek to ensure that materials do not contain socially, racially, biased or stereotypical terms, information or illustrations. It is our aim to develop a proactive approach to inclusion, which

may include placing adverts in less traditional outlets and establishing links with local community groups and organisations to develop EDI work.

Policy Review and Dissemination

All members of staff and governors will receive a copy of this policy (via TEAMS link).

The policy will be available for parents on our website. A paper copy can be requested via the School Office office@bowdonprep.org.uk.

SLT member responsible	CD
Governor / Board Responsible	Full Board
Date of review	September 2026
Date of next review	September 2027

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