COWORTH FLEXLANDS
Prep School & Nursery
Inspiring Minds, Nurturing Spirit

Equal Opportunities

1. Coworth Flexlands Ethos and Aims

At Coworth Flexlands, our aim is to **inspire minds and nurture spirit**. We also aim to **bring out the best in everyone.** The ethos of our school is built upon a successful history as well as aspiration and energy for the future. We have the responsibility to provide an education which will enable our pupils to live fulfilled, happy and successful lives beyond the walls of the classroom. This learning will happen during their time with us, but they will also take with them habits that last a lifetime.

Our school places the pupil at the heart of all that we do, ensuring that every opportunity is given to achieve the following:

- To **Inspire Minds** through a challenging, investigative curriculum where pupils question the world around them and foster a lifelong love of learning. Pupils are curious to find out more and are afforded endless opportunities for exposure to new and challenging experiences. They are supported to embrace these without fear of failure. Talents are nurtured and pupils are encouraged to follow their passions.
- To **Nurture Spirit** through the values of kindness, empathy and thoughtfulness. We promote and support a community based on the foundations of love and respect where every individual is valued and celebrated.

Pupils will be given every opportunity to find, reach and grow their potential. They will leave Coworth Flexlands as happy, confident and curious learners, ready to embrace new opportunities and make the most of the world ahead of them.

Coworth Flexlands School is committed, in line with United Learning's commitment to inclusion, to providing an inclusive environment in which all pupils, staff, parents, governors and visitors are treated fairly, with dignity and respect. The School does not tolerate discrimination, harassment, victimisation or prejudice and is committed to challenging such behaviour whenever it occurs. We actively promote positive relationships, mutual respect and understanding across different cultures, backgrounds, beliefs and identities.

2. Policy Statement

Promoting equal opportunities is fundamental to the aims and ethos of Coworth Flexlands 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, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

In line with the UK Equality Act 2010, Coworth Flexlands School is committed to ensuring that no individual is treated less favourably because of a protected characteristic. The School will make reasonable adjustments to support disabled pupils, staff and visitors in accessing the School's education, facilities, benefits and services and will use its best endeavours to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).

Appropriate provision or exemption is made, where feasible and desired, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural background. Coworth Flexlands School is committed to working with the school community, with

parents and with other relevant agencies to ensure that any form of discriminatory behaviour is treated seriously and action is taken to prevent any repetition.

Coworth Flexlands School is committed to ensuring that the individual needs of all of its pupils, including those who are disabled or have special educational needs are met, and students are included, valued and supported and that reasonable adjustments are made for them. The care provided is sensitive to the needs of each individual pupil. Staff are also covered by the United Learning Equal Opportunities Policy.

This policy applies to all members of our school community, including those in our EYFS setting. In line with our Provision of Information Policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour and Discipline Policy
- Child Protection and Safeguarding Policy
- EAL Policy
- SEND Policy
- Staff Code of Conduct
- PSHE Policy

Coworth Flexlands School is fully committed to ensuring that the application of the Equal Opportunities policy is non-discriminatory in line with the UK Equality Act (2010). Coworth Flexlands School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy has been written with reference to:

- UK Equality Act 2010
- EHRC Technical Guidance for Schools (2025)
- SEND Code of Practice (updated 2024)
- United Learning Framework for Inclusion (2026-27)
- EYFS Statutory Framework (2026)

The Local Governing Body reviews this policy and the effectiveness of the inclusive practices at Coworth Flexlands School annually and as events or legislation change requires. This policy is reviewed by the Headteacher.

3. Key Personnel

Headteacher

The Headteacher has overall responsibility for ensuring compliance with this policy and promoting an inclusive and respectful culture across the School.

Head of Learning Support

The Head of Learning Support is responsible for:

- Monitoring inclusive practice.
- Supporting reasonable adjustments.
- Liaising with external agencies where required.
- Supporting staff in meeting pupils' individual needs.

All Staff

All staff have a responsibility to:

- Promote equality and inclusion.
- Challenge discriminatory language and behaviour.
- Report concerns appropriately.
- Model respectful conduct.

Local Governing Body
The Local Governing Body has strategic oversight of equality, diversity and inclusion within the School. The Local Governing Body receives periodic updates regarding equality, diversity and inclusion matters and monitors the effectiveness of the School's approach to equal opportunities, inclusion and reasonable adjustments.

4. Training
Coworth Flexlands School is committed to promoting awareness and understanding of equality, diversity and inclusion.
Staff receive appropriate training and guidance relating to:
- Equality Act responsibilities.
- Protected characteristics.
- Inclusion and reasonable adjustments.
- Safeguarding and equality.
- Preventing and responding to discriminatory behaviour.

New members of staff receive appropriate induction regarding the School's expectations relating to equality and inclusion.

5. Procedures
Reporting Concerns
Any pupil, parent, member of staff or visitor who believes they have experienced or witnessed discrimination, harassment, victimisation or prejudice should report their concerns to an appropriate member of staff.

The School will:
- Investigate concerns promptly and appropriately.
- Keep records of significant incidents where appropriate.
- Monitor incidents to identify any patterns or trends.
- Take action to address concerns and prevent recurrence.

Coworth Flexlands School seeks to implement this policy effectively through the following actions:
- Provision of our policy for equal opportunities to all pupils, staff and parents, including those of prospective pupils.
- Working with outside agencies such as educational psychologists, occupational therapists, specialist support services and mental health agencies to support the endeavour of the school in serving the needs of all pupils, parents and staff.
- Discussing, where appropriate, equal opportunities at staff meetings and committing to challenge inappropriate attitudes and practices if discovered.
- Delivering the message of equal opportunities within PSHE, the wider curriculum and through the extra-curricular programme.
- Dedicating whole school and class assemblies, form time and circle time to the importance of kindness, care and unconditional respect for members of the school and the wider community, and on promoting and valuing diversity and differences.
- Meeting the individual needs of pupils, as detailed by parents and by the pupil's previous setting, through teacher, assistant and outside agencies working together with the pupil and the pupil's parents.

- Monitoring the needs of all pupils as they progress through the school, through discussion at meetings, and written information circulated confidentially, relating to specific support for learning or emotional, social, mental, physical or other difficulties.
- Discussing, reviewing, monitoring and evaluating at staff meetings and leadership meetings, the effectiveness of inclusive practices which enable all pupils, parents and staff to access and enjoy school life.
- Ensuring that the Personal, Social and Health and Citizenship Educational Programme includes discussion of Equal Opportunities.
- Ensuring school documents demonstrate a commitment to Equal Opportunities and avoid inappropriate discrimination of all forms.
- Making appropriate provision or exemption, where feasible and desirable, for pupils with special dietary, dress or religious observance requirements or needs because of religious or cultural backgrounds.
- Following the graduated approach as described in the SEN Code of Practice, starting with classroom support which is additional to, or different from, the support which was previously in place. The Early Years Action/School Action process begins when it is necessary for the Head of Learning Support to give additional support, advice or assessment. Early Years Action Plus/School Action Plus begins when external agencies are called in to give professional expertise, advice and support.
- Challenging inappropriate attitudes and practices by using role play in drama and circle time, by speaking with those involved and by the graduated approach of form teacher, deputy head, and Head becoming involved as necessary with pupils, parents and staff. Pupils are made fully aware of the behaviour and sanctions policy.
- Including the Head of Learning Support and other relevant staff, in discussing pupil needs and progress in staff meetings and leadership meetings. On such occasions the strategy for each individual child is focused around respect for the child's needs, the need for the pupil to have access to all opportunities within the school and the child's right to feel confident, happy and valued.
- Ensuring that different faiths are studied in RE and in whole school assemblies, class assemblies, circle time and form time. The Music and Humanities Schemes embrace other cultures and promotes global citizenship; the Science programme celebrates physical differences in the human race; Drama provides a weekly opportunity to promote and value diversity and differences; Languages lessons within the curriculum and the extra-curricular programme celebrate different cultures.

Supporting Those Involved

The School will provide appropriate support to individuals who experience discrimination, harassment or victimisation.

Where incidents are substantiated, appropriate sanctions may be applied in accordance with the Behaviour and Discipline Policy, alongside educational and restorative approaches designed to prevent recurrence and support understanding.

Significant incidents of discrimination, harassment or victimisation will be recorded in accordance with school procedures, including CPOMS where appropriate, and reported to the Local Governing Body through established safeguarding and inclusion monitoring arrangements.

Document Log

Reviewed by	Joe Yates
Role	Deputy Head Wellbeing
Review schedule	Annually
Date Authorised	October 2026
Reason for review	Annual check
Review Date	October 2027

6. Appendix

Appendix 1

Protected Characteristics Under the Equality Act 2010

The Equality Act 2010 identifies the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The School is committed to promoting equality and preventing discrimination in relation to all protected characteristics.