



Equal Opportunities Policy

EYFS

Person(s) responsible for this policy		Head of Prep EYFS Class Teacher	
Last review by	H Loach P Gollob	Review date	September 2026
Date of next review		September 2027	

Scope

This policy applies to all pupils, families and staff in the EYFS, and to all adults working within or visiting the setting, including supply staff, students on placement, volunteers and job applicants. It should be read alongside the school's Supported Learning Needs policy, the GDST Inclusion Policy, the school's Accessibility Plan, and the Anti-Bullying Policy.

Legal Framework

This policy has been written with regard to the Equality Act 2010 and the Statutory Framework for the Early Years Foundation Stage, which requires providers to actively promote equality of opportunity for all pupils in their care. Under the Equality Act 2010, the protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. No pupil, family member, member of staff, or visitor will be discriminated against, harassed or victimised on the basis of any of these characteristics.

- We welcome pupils from all ethnic groups, cultures, religions and family groups.
- We welcome pupils and their families who have English as an additional language.
- We aim to give positive images of other cultures using various methods, including celebrating different festivals and incorporating multicultural play into our themes and activities.
- We provide a good selection of multicultural toys and equipment, pictures and photographs of people from other countries and cultures.
- Parents are encouraged to come and tell stories or sing songs from their own country or in their own language.

Aims

- That each pupil should be recognised and appreciated.
- That each pupil's stage of development is assessed, and appropriate provision made.
- That each pupil will have access to all activities regardless of ability.
- That no pupil's access to the full range of activities and learning opportunities will be limited, or used to differentiate access, on the basis of any protected characteristic, background or origin.
- That pupils with special educational needs and/or disabilities are identified early, and that reasonable adjustments are made to enable their full participation, in line with the school's Supported Learning Needs policy and Accessibility Plan.

Staff will plan and organise for the different needs of pupils, enabling all pupils to develop their skills and knowledge to their full potential, with high personal standards of achievement.

Our Early Years policy of caring:

- for each other
- for other people
- for ourselves
- for our school
- for the environment

is fundamental to the development of good relationships between pupils and adults; recognising strengths and areas which need to be developed; appreciating what each pupil is capable of or achieves and being proud of each other and oneself, celebrating achievement, however small. Pupils' confidence and self-esteem needs to be developed in a positive caring way.

Our policy for equal opportunities encourages adults as well as pupils. All adults will be welcomed to the school in whatever capacity, e.g. parents, carers, visitors, helpers, applicants for jobs, and no-one will be discriminated against.

Special Educational Needs and Disabilities (SEND)

The EYFS SENCO works with the Head of EYFS and class teachers to identify pupils who may need additional support, using a graduated approach in line with the school's Supported Learning Needs policy. Any concern about a pupil's development or additional needs should be raised in the first instance with the class teacher or the EYFS SENCO.

Accessibility

The school's Accessibility Plan sets out how the school improves physical access, curriculum access and the availability of information for pupils, staff, parents and visitors with disabilities. This is published on the school website and reviewed regularly.

Responding to Discrimination

Any parent, member of staff, or visitor who believes that a pupil, family member or member of staff has experienced discrimination, harassment or victimisation should raise this with the Head of EYFS or Head of Prep in the first instance. Concerns raised by parents are handled in line with the school's Complaints Policy; concerns involving pupils are also considered under the Anti-Bullying Policy where relevant.

All staff are encouraged to enhance personal development through further training. This policy should be read in conjunction with the school Supported Learning Needs policy and the GDST Inclusion Policy.

Monitoring and Review

This policy is reviewed annually by the persons named above, or sooner if there is a change in legislation, statutory guidance or school practice.