



Glendower Preparatory School

Equal Opportunities Policy

2025 - 2026

Reviewed: July 2025

Next Review: September 2026

EQUAL OPPORTUNITIES POLICY

Introduction

Glendower Preparatory School is committed to ensuring equality of opportunity and fostering a culture of fairness, dignity, respect, and inclusion across every aspect of school life. We actively seek to create an inclusive environment in which every member of the school community can thrive, regardless of background, identity, or personal circumstance.

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS), and to all members of staff, prospective employees, parents, visitors, and governors.

Our Ethos

We are committed to promoting a school culture that values and celebrates diversity. We encourage pupils and staff to understand and respect difference, challenge discrimination, and foster a deep sense of social responsibility. Equality of opportunity is at the heart of our values, and we are committed to removing systemic and structural barriers wherever they may exist.

We teach pupils to think critically, to recognise injustice and inequality, and to take responsibility for their actions. Our curriculum and wider school life aim to reflect diverse perspectives, promote empathy and understanding, and enable pupils to contribute positively to an inclusive society.

Legal Context and Best Practice

Our policy aligns with the Equality Act 2010, which provides a legal framework to protect individuals from discrimination, promote fairness and equality, and advance equal opportunities. We are mindful of our public sector equality duty and are committed to meeting our responsibilities in line with the most recent guidance and developments in legislation and best practice.

We also adhere to principles outlined in the Human Rights Act 1998 and other relevant guidance issued by the Equality and Human Rights Commission (EHRC) and the Department for Education (DfE), including best practice on tackling unconscious bias and fostering a sense of belonging within educational settings.

Recruitment and Employment

Glendower is an equal opportunities employer. We are committed to creating and maintaining a workforce that reflects the diversity of the wider community and to ensuring that all employment practices are equitable, transparent, and inclusive.

We ensure that recruitment decisions are based solely on merit and relevant criteria, and we take active steps to reduce the impact of unconscious bias. Shortlisting and interviewing panels are trained in inclusive recruitment practices. All staff are expected to uphold and promote the principles of equality and inclusion, and breaches of this policy will be treated seriously and may be considered gross misconduct.

Protected Characteristics

We ensure that no employee, applicant, pupil, or member of the school community is treated less favourably on the basis of the protected characteristics as defined in the Equality Act 2010:

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

Admissions and Access

As a selective school, Glendower welcomes applications from all backgrounds. Selection is based on criteria outlined in our Admissions Policy and is free from bias or discrimination. We are committed to making reasonable adjustments to accommodate pupils with disabilities or special educational needs, and our Accessibility Plan outlines our proactive approach to supporting all learners.

Understanding Discrimination

- Direct discrimination: treating someone less favourably due to a protected characteristic.
- Associative discrimination: discrimination because of an association with someone who has a protected characteristic.
- Perceptive discrimination: discrimination based on the perception that someone has a protected characteristic.
- Indirect discrimination: applying a provision, criterion or practice that is neutral on the surface but disadvantages a group with a protected characteristic and cannot be objectively justified.

Understanding Harassment and Victimisation

- Harassment: unwanted conduct related to a protected characteristic that violates a person's dignity or creates a hostile, degrading or offensive environment.
- Victimisation: treating someone less favourably because they have made, or supported, a complaint under the Equality Act.
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Harassment can include verbal or written comments, jokes, gestures, physical behaviour, exclusion, or online behaviour. A single serious incident may constitute harassment. All staff have the right to a safe and respectful working environment, and incidents will be addressed promptly and appropriately.

Third-party Harassment

The school will not tolerate harassment of its staff or pupils by visitors, contractors, or external agencies. Any incidents will be addressed swiftly using available channels, and steps will be taken to protect the wellbeing of the school community.

Raising Concerns

Glendower is committed to providing clear and accessible procedures for reporting concerns. Any individual who believes they have experienced or witnessed discrimination, harassment or victimisation should report their concerns via:

- The Complaints Procedure (for parents and visitors)
- The Staff Grievance, Disciplinary or Whistleblowing Procedures (for staff)

Reports will be handled sensitively, fairly, and in line with our safeguarding duties and legal obligations.

Monitoring and Review

This policy will be reviewed annually, or more frequently if required, to ensure compliance with current legislation and alignment with best practice. The review process includes feedback from pupils, staff, parents and governors, and is informed by data where appropriate.

We remain committed to creating a school culture where every individual feels safe, respected, and empowered to contribute to a vibrant and inclusive community.