



2.6 Policy for Equality, Diversity and Inclusion (EYFS & KS1-3)

Reviewer responsible:	Head and DHP	Date of last review:	09/26
Reviewed by:	MS/KSH	Date of next review:	09/27
Authorised by Exec:			

POLICY FOR EQUALITY, DIVERSITY AND INCLUSION

Notting Hill Prep, a school proudly non-selective at entry in Reception - is committed to the principles and practices of equality and inclusion.

A whole-school approach is used to ensure all children receive equality of opportunity, so that every child is included and not disadvantaged, and so that the children learn from the earliest age to value diversity and difference, and grow up making a positive contribution to British society.

We acknowledge and respond to the differing needs of all children, whatever their cultural or ethnic background and experiences and whatever their physical and educational needs. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate and feel valued and supported.

We recognise that discrimination can be overt or covert. Covert discrimination relates to the assumptions, beliefs and values acquired over a long period of time which affect instinctive responses.

NHP is committed to equality, diversity and inclusion and to complying with the Equality Act 2010. The nine protected characteristics under the Act are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The way in which particular protections apply differs according to context (for example, pupils, admissions, employment and the provision of services). The School will not unlawfully discriminate, harass or victimise and will make reasonable adjustments for disabled pupils, applicants, staff and others where the law requires this.

This policy should be read in conjunction with the following school policies:

Safeguarding and Child Protection School Accessibility Plan

Managing Behaviour

Dealing with Bullying

Education for Ethnic Diversity

Safer Recruitment

Curriculum

Special Educational Needs and Disabilities (SEND)

PSHE

RSE

Legal and regulatory framework

Equality Act 2010, including Part 6 (education), the duty to make reasonable adjustments for disabled people, and employment provisions

Education (Independent School Standards) Regulations 2014, including Part 1 paragraphs 2, 2A and 3(j), and Part 2 paragraph 5

Department for Education, Independent School Standards guidance (April 2026)

Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (in force from 1 September 2026)

Department for Education, Keeping Children Safe in Education 2026

Equality and Human Rights Commission, Technical Guidance for Schools in England (current published guidance), together with subsequent statutory or authoritative updates

Independent Schools Inspectorate Inspection Framework and Inspection Handbook currently in force.

Aims of the Policy

- To develop a positive attitude to equality, diversity and inclusion by all who participate in the life of the school
- To prepare children for the opportunities, responsibilities and experiences of life in British society, including access for secondary-age pupils to accurate, up-to-date and impartial careers guidance which enables them to consider a broad range of options and fulfil their potential
- To offer children age-appropriate learning experiences that enable them to explore, understand and value diversity, promote mutual respect and tolerance, and encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- To respect and value the wealth of experiences, customs, traditions and beliefs that are brought into school by each child and adult
- To promote a positive self-image and mutual respect, regardless of differences
- To promote tolerance and understanding of others and to recognise the worth of all the individuals who make up the school community
- To ensure that all pupils have the opportunity to participate fully in the curriculum and wider life of the school, subject only to lawful and objectively justified arrangements
- To ensure that the curriculum and teaching take account of pupils' ages, aptitudes, needs and prior attainment, including the needs of pupils with SEND or an EHC plan, and that reasonable adjustments are considered proactively for disabled pupils
- To ensure that equality of opportunity permeates the whole curriculum and ethos of the school

Implementation - Roles and Responsibilities

Staff

- All staff have a responsibility to promote inclusion
- All staff will ensure pupils are treated fairly and with respect. Staff must not unlawfully discriminate, harass or victimise and will actively seek to identify and address prejudice, stereotyping and barriers to inclusion
- When designing schemes of work, teachers will ensure that curriculum planning takes account of pupils' ages, aptitudes and needs and promotes respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- When planning and delivering lessons, teachers will use age-appropriate resources and approaches that promote respect, challenge prejudice and stereotyping, and do not discriminate against pupils contrary to Part 6 of the Equality Act 2010

- All teachers and support staff will challenge incidents of prejudice, discriminatory language or behaviour and report and record them in accordance with the School's behaviour, anti-bullying and safeguarding procedures, as appropriate

The Head (in conjunction with the School Leadership Team) will ensure that:

- The School's policy for equal opportunities is implemented
- All staff are aware of the policy and apply the guidance fairly in all situations
- Staff recruitment, appointment, training, promotion and other employment practices will be conducted in accordance with the Equality Act 2010 and the School's safer recruitment and employment procedures
- The principles of equal opportunity are promoted when developing the curriculum
- Respect for other people, particularly those with protected characteristics, will be promoted throughout school life, including through assemblies, PSHE/RSE, the wider curriculum, pupil leadership and co-curricular opportunities. The School will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Incidents or allegations of discrimination, harassment or victimisation will be taken seriously, recorded and addressed under the relevant School procedure. Safeguarding concerns will be managed in accordance with the Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026

Governors

- The governors are committed to equality, diversity and inclusion and, with the Head, will provide oversight of the School's compliance with the Equality Act 2010 and the relevant Independent School Standards. They will seek assurance that this policy is implemented effectively and that leaders identify and address barriers to pupils' participation and wellbeing

Practical applications

Equal opportunities in the curriculum

- The school will actively encourage an ethos in which all pupils feel secure and valued
- The School will provide access to a broad and balanced curriculum which takes account of pupils' ages, aptitudes and needs, including pupils with SEND and those with an EHC plan. The School will consider and make reasonable adjustments for disabled pupils where required. This policy should be read with the SEND Policy and School Accessibility Plan
- Support, guidance, facilities, educational visits and co-curricular opportunities will be made available without unlawful discrimination. Any separate arrangements will be lawful, proportionate and designed so that pupils are not placed at a particular disadvantage because of a protected characteristic
- Behaviour expectations, rewards and sanctions will be applied fairly and without unlawful discrimination. The School will consider whether disability, SEND or other relevant circumstances require reasonable adjustment or other appropriate support

- Teachers will review teaching materials and resources so that, taken as a whole, they promote respect, avoid unlawful discrimination, challenge prejudice and stereotyping, and reflect the diversity of British society. Teaching of sensitive or contested issues will be age-appropriate, factual and balanced, in accordance with relevant statutory guidance

Schools Inclusion Alliance

NHP is a member of the Schools Inclusion Alliance, which means we are committed to their charter as follows: Identifying a School Leadership Team Leader (DH Pastoral) who has responsibility and accountability for inclusion

- Collecting data across the school to identify where barriers to thriving might be present
- Setting an annual action plan, implementing the right strategy for their own organisation
- Report on progress against the action plan each academic year, supporting the transparency and accountability needed to drive change
- Having in place a CPD programme in place for staff that supports inclusion being embedded into behaviours and practices
- Having in place a programme to educate students about the diversity of the society around them and how to be inclusive leaders of the future
- Having in place procurement and partnership standards that ensure the school influences and has a positive impact on society

Protected Characteristics

Race and ethnicity

- The school welcomes all minority groups. The celebration and understanding of cultural diversity will be promoted through the topics studied by the pupils and reflected in many other aspects of school life
- The school will give pupils the understanding they need to recognise and challenge prejudice and reject racial discrimination
- The school will not tolerate any form of racism or racist behaviour. It will be dealt with in accordance with school procedures (see Policies for Education for Ethnic Diversity, for Managing Behaviour and for Dealing with Bullying)

Sex

- The School will examine its curriculum, procedures, opportunities and materials to identify and address sex-based stereotyping, bias or unlawful discrimination
- Pupils will be encouraged to recognise and challenge restrictive stereotypes, including those encountered in media and online, and resources will reflect the achievements and contributions of both women and men
- Careers guidance for pupils of secondary age will be accurate, up to date and impartial and will not restrict or steer choices on the basis of sex or any other protected characteristic

Sexual orientation

- The School will not make assumptions about the sexual orientation of pupils, families, staff or other members of the School community
- Relationships Education and RSE will be taught in accordance with the School's RSE Policy and the statutory Relationships Education, Relationships and Sex Education and Health Education guidance in force from 1 September 2026. Teaching will be age-appropriate, factual, inclusive and sensitive, and will enable pupils to understand that families and relationships can take different forms while promoting respect for others and safeguarding pupils' wellbeing
- Homophobic, biphobic or other discriminatory language, name-calling, harassment or bullying related to sexual orientation, or any other protected characteristic, is unacceptable and will be addressed under the School's behaviour, anti-bullying and safeguarding procedures as appropriate

Gender reassignment

The School will not unlawfully discriminate against a pupil, applicant, employee or other person because of gender reassignment. Any individual needs will be considered sensitively, lawfully and on a case-by-case basis, with due regard to safeguarding, privacy, dignity and current statutory guidance.

Pregnancy and maternity

The School will not unlawfully discriminate because of pregnancy or maternity. Where relevant, reasonable and appropriate arrangements will be considered to support continued access to education or employment.

Marriage and civil partnership

Marriage and civil partnership is a protected characteristic in relevant contexts, particularly employment. The School will not unlawfully discriminate against staff or applicants because they are married or in a civil partnership.

Disability

- The School will not unlawfully discriminate against disabled pupils or applicants. It will proactively consider and make reasonable adjustments where required to avoid substantial disadvantage, including adjustments to provisions, criteria or practices and the provision of auxiliary aids or services where reasonable
- The School aims to enable disabled pupils to participate as fully as reasonably possible in education and in the benefits, facilities and services it provides, including educational visits and co-curricular activities. Accessibility planning and SEND provision are addressed in the School Accessibility Plan and SEND Policy

Religion/Belief

- The School respects freedom of religion or belief, including lack of religion or belief, and promotes mutual respect and tolerance. Requests relating to religious observance and practice will be considered fairly and in accordance with the Equality Act 2010 and the School's operational and safeguarding responsibilities

Age

- Age is a protected characteristic in employment and other relevant contexts. The School will not unlawfully discriminate against staff or applicants because of age, including in recruitment, training, promotion or other employment practices

Appointment of staff

- Staff appointments will be based on objective, relevant professional criteria and carried out in accordance with safer recruitment requirements. No applicant or employee will be unlawfully discriminated against because of a protected characteristic
- All job adverts contain the school's Equality, Diversity and Inclusion Statement.

Admissions

- Applications for admission will be considered fairly and in accordance with the School's Admissions Policy and the Equality Act 2010. The School will not unlawfully discriminate against an applicant in the arrangements it makes for deciding who is offered admission, in the terms on which admission is offered, or by refusing admission
- Where an applicant is disabled, the School will consider reasonable adjustments to its admissions and assessment arrangements so that the applicant is not placed at a substantial disadvantage. Adjustments will be based on the individual pupil's needs and the available evidence and are not dependent solely on the existence of an Educational Psychologist's report
- The School values effective induction, including pre-school visits, parent meetings and, where appropriate, review of previous records. Where SEND or disability is known or identified, the School will liaise with parents and, where appropriate, relevant professionals to understand the pupil's needs, consider reasonable adjustments and plan appropriate provision in accordance with the SEND Policy and Accessibility Plan
- The School will seek to remove unnecessary barriers to communication and participation for families, including families for whom English is an additional language. Where reasonably practicable and appropriate, the School will use translated information, interpretation or other communication support (see the EAL Policy)

Monitoring

- Pupil progress and participation will be monitored so that leaders and teachers can identify patterns, barriers or disparities and take appropriate action. Assessment and teaching will take account of individual needs and reasonable adjustments where required
- Pupils' attendance is monitored by the School Secretaries and the Deputy Head Pastoral/DSL is alerted if attendance becomes a cause for concern (see Policy for Attendance including Registers, Truancy and Children Missing in Education)
- The Head and School Leadership Team will monitor the implementation and impact of this policy, including patterns in discriminatory incidents, bullying, participation, access and pupil wellbeing. Relevant themes and actions will be reported to governors as part of their oversight of equality, safeguarding and compliance