



Equal Opportunities Policy

January 2026

WCPS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.



WCPS Equal Opportunities and Inclusion Policy

(including EYFS)

This policy will be reviewed annually
Policy reviewed: June 2026 ADT
Next review: June 2027 by ADT

1. Introduction

This policy applies to all pupils, including those in the Early Years Foundation Stage (EYFS), and to staff, governors, parents/carers, volunteers, visitors and the wider school community.

WCPS is committed to promoting equality of opportunity, inclusion and anti-discriminatory practice, ensuring that every child is supported to achieve their best possible outcomes, regardless of background, circumstance or need.

This policy is informed by:

- The Equality Act 2010
- The EYFS Statutory Framework (September 2025)
- SEND Code of Practice
- Keeping Children Safe in Education
- Prevent Duty
- ISI and Ofsted Inspection Frameworks

2. Legal & Statutory Context

Under the Equality Act 2010, WCPS has a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between people who share a protected characteristic and those who do not

The EYFS Statutory Framework (September 2025) requires providers to:

- Ensure equality of opportunity and anti-discriminatory practice
- Provide inclusive environments that meet the needs of all children
- Safeguard and promote children's welfare
- Identify and respond early to additional needs and disabilities

Protected characteristics include:

- Disability
- Race, ethnicity and nationality
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

This policy also reflects the requirements of the Education (Independent School Standards) Regulations, as inspected by the Independent Schools Inspectorate (ISI), particularly those relating to the quality of education, pupil welfare, safeguarding, staff suitability and leadership and management.

3. EYFS Principles & Equal Opportunities

In line with the EYFS Statutory Framework (September 2025), WCPS recognises that:

The Unique Child

- Every child is a unique individual, who may learn and develop at different rates
- Children develop in the context of their family, community, culture and experiences
- Equality of opportunity means recognising and responding to individual needs, including SEND and socio-economic disadvantage

Positive Relationships

- Children learn to be strong and independent through secure, respectful and inclusive relationships
- Staff model inclusive language, behaviour and attitudes
- Discriminatory or biased language is challenged appropriately, supporting children's understanding and development

Enabling Environments

- Learning environments are inclusive, accessible and reflective of diversity
- Resources, displays and experiences reflect:
 - Different cultures, ethnicities and languages
 - Disabilities and additional needs
 - A range of family structures, including same-sex parents and single-parent families
- Reasonable adjustments are anticipated and planned, **not** only made in response to difficulty

Learning & Development

- All children are supported to participate fully in play and learning
- Teaching is responsive to children's interests, strengths and needs
- Barriers to learning are identified early and addressed through inclusive practice

4. Anti-Discriminatory Practice

WCPS is committed to actively promoting anti-discriminatory practice, as required by the EYFS and Equality Act 2010.

This means:

- Challenging discrimination, stereotyping and bias wherever it occurs
- Addressing incidents promptly, sensitively and consistently
- Supporting children to understand fairness, respect and difference at an age-appropriate level
- Recording and monitoring discriminatory incidents in line with safeguarding and behaviour procedures

Discrimination in any form is unacceptable.

5. SEND & Anticipatory Duty (EYFS & Whole School)

In line with the EYFS Statutory Framework (September 2025) **and the** SEND Code of Practice, WCPS:

- Takes an anticipatory approach to inclusion
- Makes reasonable adjustments to ensure children with SEND can:
 - Access learning
 - Participate in play
 - Join trips and enrichment activities
- Works in partnership with parents/carers and external professionals
- Implements and reviews EHCPs effectively
- Regularly reviews accessibility and inclusion through the Accessibility Plan

6. Curriculum, Resources & Environment EYFS & Curriculum Inclusion

- The curriculum reflects diverse experiences, cultures and identities
- Gender stereotyping is actively challenged
- Children are encouraged to explore all areas of learning and play
- Positive role models are embedded across subjects and themes

Inclusive Resources

- Books, toys, role-play materials and images reflect:
 - Diverse ethnicities and cultures
 - Disabilities and additional needs
 - Different family structures
- Resources are reviewed regularly to ensure they remain inclusive and non-stereotypical

7. Staff Responsibilities & Training

All staff are responsible for:

- Upholding this policy
- Creating inclusive, welcoming environments
- Challenging discrimination and bias
- Supporting children's wellbeing, identity and sense of belonging

All staff are expected to uphold this policy in line with the Staff Code of Conduct and are accountable for their professional behaviour at all times.

Training

WCPS ensures regular, mandatory training for all staff, including EYFS practitioners, on:

- Equality, diversity and inclusion
- Anti-discriminatory practice
- Unconscious bias
- SEND identification and support
- Safeguarding and Prevent duty

8. Safeguarding, Behaviour & Prevent

- Discriminatory incidents are treated as behaviour and safeguarding concerns
- Racist, sexist, homophobic, transphobic or ableist language is addressed immediately
- Children are supported to discuss sensitive issues safely
- Practice aligns with EYFS safeguarding and welfare requirements

9. Working with Parents & Carers

In line with the EYFS emphasis on partnership with parents:

- All families are welcomed and valued
- Parents/carers have equal access to information, support and school life
- Communication is inclusive and accessible
- The school works collaboratively with families to meet children's needs

10. Monitoring & Review

The impact of this policy is monitored through:

- EYFS and whole-school observations
- Curriculum and provision reviews
- Behaviour and safeguarding records
- SEND and progress data
- Staff, parent and pupil feedback
- Pupil voice, including feedback from EYFS children where developmentally appropriate, is used to evaluate how safe, included and supported pupils feel.

This policy is reviewed regularly to ensure continued compliance with:

- EYFS Statutory Framework (September 2025)
- Equality Act 2010
- ISI and Ofsted Frameworks

11. Linked Policies

- Behaviour and Relationship Policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Learning Enrichment Policy
- Accessibility Plan
- Admissions Policy
- Recruitment Policy
- Complaints Policy