PINEWOOD

Est. 1875

EQUITY, DIVERSITY AND INCLUSION POLICY

A Whole-School Policy including the EYFS

PINEWOOD PRIDES ITSELF IN PROVIDING EQUAL OPPORTUNITIES FOR ALL OF ITS EMPLOYEES AND CHILDREN REGARDLESS OF DISABILITY, AGE, GENDER REASSIGNMENT, MARRIAGE & CIVIL PARTNERSHIP, PREGNANCY AND MATERNITY, RACE, RELIGION OR BELIEF, SEX OR SEXUAL ORIENTATION.

This policy aims to:

- Offer equal opportunities regardless of race, religion or belief, culture, gender, academic ability, physical ability or class.
- Provide an environment free from social, sexual, religious or cultural prejudice for all members of our school community.
- Achieve an environment in which members of the school community can be respected as individuals and in which the varied religious, faith and cultural experiences of the community can enrich the life of the school.

Principles:

Pinewood School is committed to Equal Opportunities and Inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We model Equal Opportunities and Inclusion in our staffing policies, relationships with parents/carers and the community in order to meet legislative requirements as laid down in the Equality Act 2010.

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum. The school ensures that staff expectations of different race/religious belief groups are no different.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, gender and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 (incorporating principles of former Race, Sex, and Disability legislation) to eliminate discrimination and to promote good race relations.

The School recognises that discrimination may be direct, indirect, or arise from disability and may or may not be intentional. Harassment and bullying in all its forms is not acceptable and will not be tolerated. Any incidents will be dealt with in accordance with our Behaviour and Anti-Bullying Policies.

Actions:

The School's position on promoting equality and opportunity will be printed in all relevant school documentation e.g. school prospectus, vision statement, policies and in the staff handbook.

Governors, staff and pupils will receive training in relevant aspects of equal opportunities, including racial equality, religious literacy, and anti-discrimination, to ensure their ability to actively support this policy.

Parents and pupils will receive information detailing the school's rules identifying expectations of behaviour in their regular communication from the School.

The school will make all reasonable effort to ensure that meetings are accessible and convenient for all and take into account particular needs and requirements, e.g. physical access, child care, religious observances and interpreter support.

The school will include in its annual report information concerning the arrangements made for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; the facilities provided to assist access to the school by disabled pupils. The school buildings have been inspected for access and the plans have been accepted by the governing body. Progress in this area is documented in the School's SENDA action plan.

What follows are the different areas in which the school will pay particular attention to ensuring that there is Equal Opportunity for all.

Equal Opportunities - Religion:

It is our school policy:

- That no child or adult should be treated differently, unfairly, or in a derogatory manner because of their religion, faith, or lack of belief.
- To incorporate a balanced view of the world through a multicultural and multifaith approach.
- To recognise that our pupils are world citizens who will meet a wide variety of cultures and people of differing religious beliefs throughout their lives.
- To proactively challenge religious prejudice, intolerance, Islamophobia, Antisemitism, and discrimination in all forms within our school community.
- To accommodate religious observances, faith practices, prayer requirements, and dietary needs where reasonably practicable.

In order to fulfill the above, the following types of behaviour will not be tolerated:

- The use of verbal abuse, slurs, or derogatory remarks regarding a person's faith, religion, or lack of belief.

- The wearing, display, or distribution of religiously offensive or hateful symbols, badges, or literature.
- The mocking, ridiculing, or stereotyping of individuals for their religious dress, dietary practices, or holy day observances.
- The exclusion or marginalisation of individuals based on their religious beliefs or lack thereof.

Equal Opportunities – Gender:

It is our school policy:

- To seek to promote non-sexist attitudes in both children and staff.
- To allow children equal access to opportunities which will equip them for adult life and to achieve challenging expectations.
- To work towards the eradication of sexual stereotyping.

In order to work towards the eradication of such differences we will ask ourselves the following types of questions when evaluating our practice.

1) Are all children able to try out new roles in play and learning activities?
2) Are all classroom tasks shared equally amongst the children, irrespective of gender?
3) Do all children get an equal chance to use equipment and resources?
4) Do all our displays and teaching aids present a non-sexist attitude?
5) Are our responses to bad behaviour the same, irrespective of gender?
6) Are people from other cultures and faith backgrounds presented to children in a non stereotypical way?
7) Do all children have equal access to playground space and other play facilities?

Gender Identity

Some children believe at a young age that they don't feel comfortable with their assigned gender and this can be a most unsettling and difficult time for them. It is important to listen to the child, be supportive and provide an environment for them to feel accepted for who they are. Steps to support these feelings will be taken in accordance with our Child Protection Policy and with full consultation of the child's parents.

If required, gender neutral toilets and changing facilities are available using the unisex toilets located next to the dining hall and in the Hoyland building.

Pinewood acknowledges that uncertainty around gender identity can pose challenges for both the child and their parents, with support and advice available through the Wellbeing and Safeguarding Teams.

Gender, Race and school uniform

Parents should be aware that all pupils are required to wear a uniform. The Head will consider written requests from parents for variations in the uniform on religious or cultural grounds that are consistent with the school's ethos and its policy on health and safety (e.g., religious headwear, faith symbols, or modest clothing options). Pinewood promotes gender equality through the

school uniform and pupils can choose items from either the trouser or skirt uniform list to their liking.

Equal Opportunities - Race and Ethnicity:

It is our school policy:

1) That no child or adult should be treated in any way differently, or in a derogatory manner, because of their race, ethnicity, or religious/cultural identity.
2) To challenge racism and xenophobia in the context of a caring school community.

In order to fulfil the above, the following types of behaviour will not be tolerated:

1) Provocative behaviour, i.e. wearing of any racist or religiously offensive badges or insignia.
2) The use of verbal abuse or name calling of a racist or religiously discriminatory nature.
3) The encouragement of others to behave in a racist or religiously intolerant manner.
4) The ridiculing of an individual for cultural or religious differences.
5) The telling of racist or religiously derogatory jokes or stories.
6) The exclusion of others because of their culture, ethnicity, religion or race.

Equal Opportunities - Ability:

It is our school policy:

- To recognise good effort and attitudes regardless of academic achievement.
- To allow all children access to equipment, resources and teacher time regardless of their academic achievements.
- To value all efforts and achievements of children in all areas of the curriculum.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, religion, impairment, attainment and background, including those identified as having special educational needs. All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Pinewood sees the inclusion of children identified as having special educational needs as an equal opportunities issue.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Pinewood we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

We pay particular attention to the provision for and the achievement of different groups of learners. Every child has an entitlement to a positive, helpful learning environment, with carefully

planned work which matches individual needs, in order that they may reach their potential. This will be through differentiated planning by class teachers, Learning Skills teachers, and support staff as appropriate. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process. Those pupils recorded as having Learning Skills support will have a specific Learning or Support Plan drawn up. These documents form an individual record for the child and contain information about school based observation and assessment, a summary of the child's additional needs and action taken to meet them including any advice sought from outside agencies. Pupils who are withdrawn for individual or small group lessons do not lose access to the curriculum. These lessons may be organised on a rotational basis to ensure this.

Equal Opportunities - Class:

It is our school policy:

- That children should not be treated in any way differently because of an assumed social class.
- That assumptions will not be made as regards class difference.

Equal Opportunities - Physical Disability:

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment insofar as their individual disability allows them to do so.

DISCRIMINATION

Discrimination in any form, including those listed above is not tolerated. The School recognises that discrimination may be direct, indirect, or arise from disability and may or may not be intentional. However, harassment and bullying in all its forms is not accepted. Any incidents that arise will be dealt with in accordance with our Behaviour and Anti-Bullying Policies.

MANAGING EQUALITY IN PRACTICE

- **Admission** - The school follows the Governing Body Admission Policies that do not permit sex, race, religion or disability to be used as criteria for admission.
- **Registration** - Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures and faith backgrounds.
- **Discrimination** -All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist or religiously offensive symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural and religious assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict

professional criteria. Parents should be aware of the school's commitment to equal opportunities. Incidents will be recorded and monitored on CPOMS by category (including race and religion/belief).

- Religious Observance & Facilities: The school will make reasonable provisions for pupils and staff wishing to observe religious obligations, including prayer space and dietary requirements (e.g., halal, kosher, vegetarian options) during school meals.]
- **Language** - The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.
- **Resources** will be provided for all pupils according to their needs, irrespective of sex, ability race or religious background. Current resources and new acquisitions will be monitored by Heads of Departments to ensure the promotion of a positive image regarding race, religious belief, gender and special needs. The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues, diverse ethnic backgrounds, and varied faith traditions.
- **The Life Skills curriculum** will help to promote a positive image of all members of society, with particular reference to race, religion and belief, gender, physical ability and special needs. Disabled speakers are invited to work with the children as part of Pinewood's enrichment programme.
- **Displays** reflect a positive image of race, religion and belief, gender, physical ability and special needs. All children are given the opportunity to contribute to display throughout the school and their contributions are valued.
- **The Schools Monitoring and Evaluating System** for regularly observing, assessing and recording the progress of children is used to identify children who are not progressing satisfactorily and who may have additional needs. Whole school monitoring and evaluation procedures will include sampling of work and observations. Target setting for all pupils takes place daily, half-termly and within each Key Stage.

CURRICULUM

Our curriculum plays a vital role in addressing inequalities for pupils and we embed the principles of equality, diversity and inclusion in our academic curriculum, SKILLS programme and the wider teaching and learning in the School.

The curriculum will aim to:

- **Normalise diversity** by integrating diverse perspectives, examples, and contexts across lessons and assemblies.
- **Highlight varied achievements**, showcasing the contributions of individuals from all backgrounds while actively countering bias and stereotypes.
- **Foster cultural appreciation**, giving students space to value their own heritage while learning to respect and celebrate diverse traditions, faiths, and viewpoints.
- **Audit learning materials**, continuously reviewing resources, visits, and activities to ensure they remain inclusive and free from bias or ethnocentric perspectives.

BRITISH VALUES

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are embedded in the curriculum, assemblies and the values of the school.

PASTORAL CARE

At Pinewood, our community is based upon kindness and respect. Rooted in the idea that diversity makes us stronger, our pastoral care fosters self-awareness and respect for others. We strive to provide inclusive pastoral care through:

- a shared understanding across the whole school through the common language of the Respect Charter (Prep School) and the Pre-Prep School Value of Kindness.
- an inclusive environment creating a welcoming space where everyone pupil's voice and lived experiences are heard
- preventative and proactive pastoral care and an understanding that some individuals may need more support
- encouraging all pupils to celebrate their individuality through positions of responsibility, pupil voice and the SKILLS programme
- monitoring attendance, achievements and pastoral records to ensure no pupil is disadvantaged.
- celebrating diversity through assemblies, discussions, visiting speakers, workshops and educational trips

EQUAL OPPORTUNITIES SPECIFIC TO STAFF

Pinewood School is an equal opportunities employer. The School prides itself in providing equal opportunities for all of its employees regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

Protected Characteristics

The nine protected characteristics under the UK Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. No employee or prospective employee will receive unfair or unlawful treatment on the grounds of a Protected Characteristic, because they are perceived to have a Protected Characteristic or because they are associated with someone who has a Protected Characteristic, in particular but not only, in relation to:

- Recruitment and selection
- Promotion, transfer and training opportunities
- Benefits, terms and conditions of employment
- Grievance and disciplinary procedures
- Termination of employment including redundancies
- Conduct at work
- Procedures ensure fair and equitable treatment in relation to admission and assessment of students

The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.

Implementation

The School with the assistance of the staff will:

- Break down any barriers to equality of opportunity which may prevent staff members realising their full potential or accessing benefit
- Advertise vacancies and ensure job selection criteria are appropriate for the job.
- Promptly and fully investigate all complaints of discrimination and harassment, (including racial and religious discrimination), taking appropriate action where necessary.
- Ensure that all members of staff are fully informed and trained on this Policy.
- Monitor the composition of the School and the effects of its recruitment practices.
- Existing procedures are reviewed and examined to ensure they are not discriminatory in their operation
- Language used in official communication reflects the letter and spirit of the policy

Recruitment and Selection

Pinewood School is committed to achieving and maintaining a workforce which represents the population within our recruitment areas in terms age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation (together known as “Protected Characteristics”).

Please refer to the School’s **Recruitment and Selection Policy** for further details.

Disability

If you are disabled or become disabled, the School encourages you to tell us about your condition so that we can support you as appropriate.

A disability will not of itself justify the non-recruitment of an applicant for a position at the School. Such reasonable adjustments to the application procedures shall be made as are required to ensure that applicants are not disadvantaged because of their disability. For example, where written tests are used, alternative arrangements will be made for visually impaired applicants.

If you experience difficulties at work because of your disability, you may wish to contact your Head of Department or Line Manager to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Your Head of Department or Line Manager may wish to consult with you

and your medical adviser about possible adjustments and you may be required to give your consent to a report being produced about your state of health and ability to perform your duties. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible. Once an adjustment has been made its operation may need to be reviewed at agreed intervals, to assess its continuing effectiveness.

The School will make such adjustments to work arrangements or School premises as are reasonable to enable a disabled staff member to carry out his or her duties. This will include, but is not limited to, consideration of the provision of specialist equipment, job redesign and flexible hours.

Where during the course of their employment a disabled member of staff recognises their need for a reasonable adjustment to be made to work arrangements or School premises, he or she should discuss this requirement with the Director of HR or with the Bursar.

Harassment & Anti-Bullying Policy

Harassment of any kind, including sexual harassment, racial harassment, religious harassment/prejudice or discrimination, is not accepted within the School as detailed in the School's Harassment & Anti-Bullying Policy.

Monitoring of the policy

Equality of opportunity permeates the whole School and will be reviewed regularly. We recognise it is all too easy for the structure of institutions to result in 'inequality by default'. We therefore commit ourselves to take positive steps to examine our policies and practice and to change them where necessary.

Reviewed by Peter Archdale (Deputy Head) & Jo Ranstead (Assistant Bursar & Director of HR)
Reviewed Date: October 2026
Next Review Date: October 2027

Reviewed and approved by: The Governance Committee
Review Date: 5 May 2026
Next Review Date: 10 May 2027