Hampton Court House

Equalities Policy

Last Updated: February 2026

Next Review: February 2027

Reviewed by ACB

Equalities Policy at Hampton Court House School and Hampton Court House Early Years (hereafter known as “Hampton Court House”, “the school” or “the setting”).

Statement of Intent

1. All children are unique individuals with rights which entitle them to an environment that provides opportunities to achieve their full potential and build a firm base for learning.
2. The school’s stated ethos celebrates diversity, “we actively seek a mix of staff and pupils which reflects a range of cultural, social and religious backgrounds.”
3. The school will act to eliminate unlawful discrimination on the grounds of any of the protected characteristics.
4. The school will set attainable Equalities objectives to make the school more accessible through the Accessibility Plan, which forms part of the *School Improvement Plan*.

Policy

5. Equality of opportunity and anti-discriminatory practice will be actively promoted in the setting; the importance of the need to respect and acknowledge the unique differences between people is recognised. All children and adults in the setting will be treated fairly with equal concern and respect.
6. The setting adheres to the Equality Act 2010 and does not discriminate against children or their families on the grounds of race including colour, nationality, ethnic or national origin, religion, belief, being married or in a civil partnership, being pregnant or having a child, age, sex, sexual orientation, gender reassignment or disability.
7. For further details regarding accessibility and disability please refer to the Accessibility Plan
and the SEND Policy.

Procedure

8. Hampton Court House works in partnership with parents to ensure individual’s needs are met. This includes sharing observations, monitoring and recording progress and planning for children as individuals. This may include referrals to, or working with, other agencies where appropriate.

9. Hampton Court House provides and ensures that a wide range of appropriate activities, resources, displays, and equipment is chosen with the differing needs, abilities and learning styles of children in mind, where children can celebrate and express their own identity.

10. Books are chosen to meet all ages and abilities and positively reflect the diversity of society. Displays show positive, culturally diverse images. Activities planned ensure children are encouraged to explore identities as well as celebrate their own cultures in a way that promotes self-esteem and respect for others.

11. The school’s international population promotes an understanding and appreciation of diversity in language and culture.

12. Parents are encouraged to share any information on their family life, culture, festivals, special occasions or artefacts which could enhance children’s understanding of others.

13. Reasonable adjustments are made where necessary to the environment, activities and resources to ensure the setting is accessible to all children, including those with special educational needs or disabilities.

a) Where something does place a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

b) The school will provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that
    i) the pupil faces in comparison to non-disabled pupils.
    ii) The EHRC has published guidance on the auxiliary aids duty which includes advice on
    iii) when it would be reasonable for schools to have to make adjustments and what factors
    iv) a school should take into account in its assessment of whether or not it would be reasonable to make any particular adjustment.

14. Recent examples of situations where the school has made adjustments to its practice beyond the routine access arrangements and adjustments to teaching practice for students with SEN include:

a. enabling a visually impaired student to use a camera in class to enlarge text, images or sections of the board, and therefore take full part in all lessons;
b. training for staff on communicating with pupils with severe hearing loss, including cochlear implants, and the best adjustments to make in class;
c. adapting the sixth form teaching schedule to suit the circadian rhythms of 16-18 year olds, and thereby enabling a student with a sleep disorder to take a full part in school life.

15. Over the years the school has given substantial financial assistance through the provision of bursaries to families facing sudden or sustained financial hardship.

16. In 2014 the school established a daycare facility on site to provide childcare to children of members of staff enabling parents with young children to return to work earlier if they choose to, to spend more time with their children, and to achieve a better work-life balance. The school continues to support this inclusive family setting through the provision of substantial discounts to fees for staff.

17. All discriminatory remarks, inappropriate attitudes, practices and behaviour from children and adults will be challenged. Children will be supported to understand, value, respect, and celebrate differences.

18. The school community will be made aware of equalities issues through the use of assemblies, meetings, and Personal, Social, Health Education through the Life Skills lessons and in lessons.

19. We will regularly review, monitor and evaluate the effectiveness of inclusive practice.