



Equal Opportunities for Students Policy

ISSR	Part 1
Policy Type	Statutory
Reviewed by	Deputy Head Pastoral
Approval Committee	Teaching and Learning Committee
Last Review	Summer 2026
Next Review	Summer 2027

1	Introduction	3
1.1	Statutory Guidance	3
1.2	Terminology	3
1.3	Related Policies	3
2	Policy Statement	3
3	Aims	4
4	Admission	4
5	Code of Conduct	5
6	Curriculum and Learning	5
6.1	Academic Inclusion	5
6.2	Teaching and Learning.	5
7	English as an Additional Language	6
8	Special Educational Needs and Disabilities (SEND)	6
9	Religious Belief	6
10	Dietary Requirements	7
11	Gender Reassignment	7
12	School Uniform	7
13	Reasonable Adjustments for Students with a Disability	7
14	Breach of this Policy	8

1 Introduction

1.1 Statutory Guidance

The standard in this paragraph is met if –
Part 1, 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act and Part 2, Paragraph 5, (which relates to spiritual, moral, social and cultural development of pupils).
Part 1,3(j) does not discriminate against pupils contrary to Part 6 of the Equality Act 2010

1.2 Terminology

Parents includes one or both parents, a legal guardian, or education guardian.

School means Haberdashers' Boys' School and Haberdashers' Girls' School, as now or in the future constituted (and any successor), part of Haberdashers' Aske's Elstree Schools Limited, the School Trustee of Haberdashers' Aske's Charity.

Student or **Students** means any student or students in the School at any age.

1.3 Related Policies

Accessibility Plan
Admissions Policy
Anti-Bullying Policy
Anti-Racism Policy
Behaviour, Rewards and Sanctions Policy
Code of Conduct for Staff
Complaints Policy
Curriculum Policy
Data Protection Policy
Disability Access Policy
Equal Opportunities (Staff) Policy
Expulsion and Suspension Policy
Provision of English as an Additional Language Policy
Individual Needs and SEND Policy and Disability Access Plan
Privacy Notice for Parents
Privacy Notice for Older Students
Privacy Notice for Younger Students
PSHE Policy
Relationships and Sex Education Policy

2 Policy Statement

Promoting equal opportunities is fundamental to the aims and ethos of the Haberdashers' Elstree Schools. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our students for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our students a

strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others, and we expect to see our staff model these behaviours.

3 Aims

The aims of this policy and the Schools' ethos as a whole is to:

- Eliminate unlawful discrimination on grounds of any of the protected characteristics
- Promote equality of opportunity for all members of the School community
- Foster good relations, tolerance and mutual respect within the School community.
- Comply with the Schools' equality duties contained in the Equality Act 2010 Not permitting age, disability, gender reassignment, being married or in a civil partnership, pregnancy and maternity, race (including colour, nationality, ethnic or national origin), religion or belief (or lack thereof), sex or sexual orientation to be used as criteria for admission and we also ensure equality of opportunities and support for students with learning difficulties and disabilities.

All members of the School community are expected to comply with this policy.

All parents are expected to support the aims of this policy and the Schools' ethos of tolerance and respect.

4 Admission

The Schools are committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation, disability, learning difficulty, body image or social background. As academically selective schools we welcome all applicants who meet the entry requirements. We believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing. We also welcome applications from students with individual needs and disabilities. However, the Schools are not a specialist provider for special educational needs; we do not offer specialist teaching on a regular basis for special educational needs. Further information can be found in the Admissions Policy.

Parents must inform the respective School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

Generous bursaries are offered to potential students to make it possible for as many children who meet the admission criteria, but may otherwise be unable to attend either School due to financial hardship. Details of our provision for bursaries can be found on our website or may be obtained upon request from the Finance department.

5 Code of Conduct

The senior leadership and pastoral teams play an active role in monitoring the implementation of the Schools' policy on equal opportunities. The School affords all students access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare). The School will not discriminate against a student on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment. Use is made of Assemblies, PSHE (Personal, Social, Health and Economic) education, the curricular and co-curricular programme, and reporting and sanctions processes to:

- Promote tolerance of each other and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Promote positive images and role models to avoid prejudice and raise awareness of related issues
- Encourage all members of the School community to treat one another with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Foster an open-minded approach and encourage students to recognise the contributions made by different cultures
- Build self-esteem and confidence in our Students, so that they can then use these qualities to manage their relationships with others
- Understand why and how we will deal with offensive language and behaviour promptly and in a sensitive manner
- Challenge inappropriate discriminatory behaviour by students and staff
- Make clear to students what constitutes aggressive and / or prejudiced behaviour
- Lay out clear procedures for dealing quickly with incidents of aggressive and / or prejudiced behaviour
- Ensure students and staff are confident to challenge prejudiced and/or aggressive behaviour.

We will work with parents and external agencies where appropriate to combat and prevent discrimination in School. The School will not tolerate discrimination whether direct, indirect, by way of harassment or victimisation. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour, Anti-Bullying and Expulsion and Suspension policies. Our staff receive anti-discrimination training via insets and EduCare training. This may be on topics such as, for example, racism, gendered violence or SEND.

6 Curriculum and Learning

6.1 Academic Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds.

6.2 Teaching and Learning.

Strategies should be adopted by all departments to ensure equality across the School in terms of access to courses, resources and support.

Departments should ensure that their learning and teaching methods and resources:

- depict a world view as seen by all genders and from differing racial or cultural perspectives
- are factually accurate and use contemporary text, illustrations, maps etc.
- do not stereotype individuals or groups or perpetuate stereotypical ideas
- show the achievements of all genders, past and present
- show the achievements and attributes of different societies, past and present
- accurately reflect the diverse population of Britain today
- use dialect appropriately and avoid ridicule
- develop critical thinking skills and understanding of bias
- inappropriate or out-of-date material should be replaced.

7 English as an Additional Language

In line with the Admissions Policy, to cope with the academic and social demands of the School, students must be fluent English speakers, apart from exceptional cases.

Please refer to the Provision of English as an Additional Language Policy.

8 Special Educational Needs and Disabilities (SEND)

The School is committed to supporting students with SEND, and will make appropriate provision to meet identified needs. Individual support lessons are available where appropriate, and initial SEND screening and some access arrangement assessments are conducted in school.

Where further diagnostic assessment is recommended – such as for access to specific exam arrangements or assistive technology—the School may advise that parents seek an external specialist assessment.

Please refer to the Individual Needs and SEND Policy for further details on provision, assessment processes, and support available.

9 Religious Belief

Although the Schools' religious ethos is based on Christian values and tradition, the Schools are inclusive and welcome and respect the rights and freedoms of individuals from other religions and faiths (or with no religion or faith) subject to considerations of safety and welfare and the rights and freedoms of other members of the School community. It is fully understood and accepted that students may be required to be absent on occasion during the course of the school year in order to observe religious holidays. An example is where a student is fasting and Ramadan Guidance is in place to support those students who are fasting.

The Governing Body, through the senior leadership teams, 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.

10 Dietary Requirements

The School employs an outside catering company who provide a nutritious and balanced diet with plenty of choice at mealtimes. Provision is made at all meals for students and staff who have special dietary requirements based on preference, religion or medical advice.

11 Gender Reassignment

Measures will be considered to accommodate any requests in practical terms as far as reasonably possible in accordance with the DfE Gender Questioning Children guidance .

12 School Uniform

Parents should be aware that all students are required to wear a uniform until the end of Year 11. Each School has its own code of dress for Years 12 and 13 (the Sixth Form). The Head will consider requests from parents and students for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds provided they are consistent with the Schools' Health and Safety Policy and it is reasonable in all the circumstances including in light of the Schools' obligations under the Equality Act 2010.

13 Reasonable Adjustments for Students with a Disability

The Schools have an ongoing duty to make reasonable adjustments for students with a disability to ensure they do not suffer a substantial disadvantage in comparison with other students.

Where either School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals for auxiliary aids and services in light of a student's disability and the resources available to the School. Further information on the School's reasonable adjustments duty can be found in the School's Individual Needs and SEND Policy.

The School has an Accessibility Plan which can be made available upon request. This sets out the plan to increase the extent to which disabled students can participate in the curriculum, improve the physical environment for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered and improve the delivery to disabled students of information which is readily accessible to students who are not disabled, subject to reasonable adjustment.

14 Breach of this Policy

The School is opposed to all forms of discrimination against any of the protected characteristics, including those forms that are directed towards religious groups and communities. In reported cases of racist or discriminatory behaviour, Students who are in breach of this policy, may be sanctioned in accordance with the Behaviour Rewards and Sanctions Policy.

The School will seek to ensure equality of opportunity for all students in the areas outlined above at every possible stage. The School recognises the right of students or their families to express concern where they feel that this may not be the case. Use of the School's Complaints Policy or of the normal mechanisms of raising concern by way of teaching staff, Section Heads, SLT and other members of staff is as applicable to concerns covered by this policy as to other questions of welfare and academic progress.

The School seeks to ensure provision of equality of opportunity is consistent with the safety of students and as appropriate to their age. The School will explain fully to students or their families any occasions where apparent differences in the way students have been treated may be appropriate because of such issues as age or medical grounds. The School regards it as a positive advantage that the mixture of religions, traditions, cultural and national backgrounds represented in its community is a rich one, to be enjoyed and appreciated by all members of the School.