

POLICY DOCUMENT

EQUAL OPPORTUNITIES POLICY - PUPILS



**HIPPERHOLME
GRAMMAR**

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1. Introduction

1.1 Promoting equal opportunities is fundamental to the aims and ethos of Hipperholme Grammar School Foundation ('the School').

1.2 The School is committed to equal treatment for all pupils, regardless of protected characteristics such as race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

2. Aims

2.1 The aims of this policy and the School's ethos as a whole are to:

- eliminate unlawful discrimination on grounds of any of the protected characteristics;
- promote equality of opportunity for all members of the School community;
- comply with the School's equality duties contained in the Equality Act 2010.

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

2.3 All parents are expected to support the aims of this policy and the School's ethos of compassion and empathy, and the fundamental British values of tolerance and respect.

3. Admission

3.1 The School treats every application for admission in a fair and equal way in accordance with this policy and the School's [Admissions Policy](#). Each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The School accepts applications from prospective pupils irrespective of their gender, disability, gender reassignment, pregnancy and maternity, race, religion or belief (or lack of religion or belief) or special educational needs ('SEN'), subject to clause 3.2.

3.2 Parents must inform the School when submitting the Admission 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 so that we can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children. 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.

3.3 Bursaries are means-tested awards offered to those who meet the School's admission criteria but may otherwise be unable to attend the School due to financial hardship. Details of our provision for bursaries can be obtained from the Business Manager.

4. Educational services

4.1 The School affords all pupils 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 pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

4.2 The School will:

- treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.
- endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics.
- ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive the necessary educational and welfare support
- challenge inappropriate discriminatory behaviour by pupils and staff
- offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities
- work with parents and external agencies where appropriate to combat and prevent discrimination in School
- ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices
- use the curriculum, assemblies and PSHE to:
 - promote tolerance of 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 children to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias.

4.3 The School recognises that discrimination may be direct, indirect, or arising from disability, whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour, Rewards and Sanctions and Anti-bullying policies.

5. Religious belief

5.1 Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects 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.

5.2 The governing body, through the senior leadership team, 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.

6. Requests for variation in the school uniform

6.1 All pupils are required to wear a uniform. The Head of Foundation will consider requests from parents and pupils for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds, provided they are consistent with the School's policy on health and safety and it is reasonable in all the circumstances, including in light of the School's obligations under the Equality Act 2010.

Where there is uncertainty as to whether an item may be worn to School, parents are encouraged to discuss the matter with the Head in advance.

7. Reasonable adjustments for pupils with disability

7.1 The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils, including during the admissions process.

7.2 Where the 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 pupil's disability and the resources available to the School.

7.3 The School has an Accessibility Plan in place, which can be found on the School website and a hard copy can be made available upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

8. Monitoring and review

SLT will regularly monitor and review the effectiveness of this policy.

9. Breach of this policy

Pupils who are in breach of this policy may be sanctioned in accordance with the School's [Behaviour, Rewards and Sanctions Policy](#).

If you believe that a child has received less favourable treatment as a result of a protected characteristic, or if you feel that this policy has been breached in any way to a child's detriment, you are encouraged to raise the matter through the School's complaints procedure.