

Equal Opportunities Policy

Students

| | |
|-------------|----------------|
| Policy Type | Non Regulatory |
| Last Review | Summer 2021 |
| Next Review | Summer 2022 |



| | | |
|-----|--|---|
| 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 | Religious Belief..... | 5 |
| 7 | Monitoring..... | 5 |
| 8 | English as and Additional Language..... | 6 |
| 9 | School Uniform..... | 6 |
| 10 | Reasonable Adjustments for Pupils with a Disability..... | 6 |

1 Introduction

1.1 Statutory Guidance

This policy has been reviewed in accordance with the statutory guidance set out in Part 1, Paragraph 3 (which relates to the quality of education provided) and Part 2, Paragraph 5, (which relates to spiritual, moral, social and cultural development of Pupils) of the Handbook for the Inspection of Schools (Commentary on the Regulatory Requirements) – (Independent School Standards) Regulations 2017 (ISSR) effective September 2017 and Schedule 10, of the Equality Act 2010.

1.2 Terminology

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

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

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

1.3 Related Policies

| | |
|----|--|
| 1 | Health & Safety Policy: a. Part 1 - Governors' Health & Safety Policy Statement; and b. Part 2 – Organisation & Responsibilities |
| 2 | Individual Needs (Policy and Admissions Procedures) |
| 3 | Equal Opportunities (Staff) Policy |
| 4 | Behaviour and Exclusions Policy |
| 5 | Anti-Bullying Policy |
| 6 | Curriculum Policy |
| 7 | Admissions Policy |
| 8 | Special Education Needs and Disability Policy and Disability Access Plan |
| 9 | Provision of English as an Additional Language Policy |
| 10 | Complaints Policy |

2 Policy Statement

Promoting equal opportunities is fundamental to the aims and ethos of the Haberdashers' Aske's 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 pupils 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.

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
- Comply with the Schools' equality duties contained in the Equality Act 2010,

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 pupils 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 each School's 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 make it possible for as many as possible who meet the admission criteria to attend either School. Details of our provision for bursaries is included with our prospectus or may be obtained 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. Use is made of Assemblies, PSHEE (Personal, Social, Health, Economic Education) and the curricular and co-curricular programme to:

- Promote tolerance of each other and respect for each other's position within the school community.
- Promote positive images and role models to avoid prejudice and raise awareness of related issues.
- Foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures.
- Understand why and how we will deal with offensive language and behaviour.
- Understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms is unlawful and unacceptable; our Behaviour and Exclusions, and Anti-Bullying policies contain clear procedures for dealing with unlawful discrimination. All our staff receive anti-discrimination training. Teaching and medical staff attend regular INSET sessions on the subject.

6 Religious Belief

Although the Schools' religious ethos is based on Christian values and tradition, the Schools are 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. We offer the opportunity for all pupils to practice their own faiths in a number of special assemblies.

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.

7 Monitoring

The Schools monitor its Equal Opportunities policy regularly for internal purposes and report to the Governors to ensure its effectiveness. As part of that process, we invite all parents of candidates for our entrance exams, together with all parents who accept places at the school for their child to complete an anonymous ethnic monitoring form. When the completed forms arrive at the school, they are separated from any other material that might identify the individual child. The data is logged onto a computer spreadsheet by year of both entrance examination and entry. The individual forms are then shredded. Under no circumstances do we link our ethnic monitoring data with our pupil records.

8 English as and Additional Language

In line with the Admissions Policy, to cope with the academic and social demands of the School, pupils must be fluent English speakers.

9 School Uniform

Parents should be aware that all pupils 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 Head 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 Schools' policy on health and safety and it is reasonable in all the circumstances including in light of the Schools' obligations under the Equality Act 2010.

10 Reasonable Adjustments for Pupils with a Disability

The Schools have 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.

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 pupil'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 SEN and Disability 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 pupils can participate in the curriculum; improve the physical environment 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; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.