



Equal Opportunities

1. Equal Treatment and Equal Opportunity statement

- 1.1 This policy applies to all pupils, staff and visitors.
- 1.2 Haileybury recognises and accepts its responsibilities under the law and opposes discrimination on the basis of: sex, pregnancy and maternity, gender reassignment, race; disability; religion or belief (including lack of religion or belief), sexual orientation, marital or civil partnership status (in the case of adult members of the Haileybury community), and age. These are called 'Protected Characteristics'.
- 1.3 Haileybury aims to ensure that all policies and practices conform with the principle of equal opportunities. Haileybury will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social and health education (PSHE) programme, through assemblies and chapel, through a supportive culture and through Haileybury's policies. Inappropriate attitudes and practices will be challenged. Pupils will be encouraged to value and respect appropriately all those they encounter at or through the school

2. Pupils

- 2.1 All pupils have access to a broad, balanced and relevant education irrespective of their age, gender, race, background or disability. All pupils of whatever gender have the opportunity to reach their full potential and have equality of access to all areas of the curriculum, both academic and in the wider co-curricular life of Haileybury.
- 2.2 The active pursuit of these aims is evident in all activities and relationships involving staff and pupils. The curriculum takes account of the diversity of our society. Teaching styles encourage all pupils to participate in the classroom, and discourage the domination of lessons by any particular group.
- 2.3 Pupils are encouraged to challenge assumptions widespread in society about 'men's roles' and 'women's roles', prejudiced attitudes and stereotyping. Any element of racism or discrimination in whatever form it may take - spoken, written, physical or psychological - will be dealt with swiftly and firmly in line with the school's Countering-Bullying policy or the Staff Code of Conduct.
- 2.4 Pupils who persist in racist, sexist or discriminatory behaviour must expect a formal warning from the Master and may be asked to leave the school.
- 2.5 We welcome pupils from different ethnic groups, backgrounds and creeds. The pupil's nationality, religious faith (including lack of religion or belief), area of residence or socio-economic group will not be taken into account when assessing a pupil for admission to Haileybury.

3. Staff

- 3.1 Haileybury, as any equal opportunities employer, will seek to appoint the most suitable candidate to any post with particular emphasis on staff at all levels who represent a range of good role models.
- 3.2 Staff recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities and that the selection criteria are justified on non-discriminatory grounds as being essential for the effective performance of the job.
- 3.3 All staff are expected to follow the Staff Code of Conduct and ensure their behaviour and that of the pupils does not undermine the school's policy statement on Equal Opportunity and Equal Treatment as stated above.
- 3.4 Haileybury will tackle inappropriate attitudes and practices relating to any issues listed under the Protected Characteristics in 1.2 that impact staff.

4. Admissions

- 4.1 The principle of equal treatment guides Haileybury's approach both to the admission of pupils and to the establishment of its expectations of pupils during their time at the school. The principles are also employed to guide Haileybury's approach to the provision of access to facilities, services, opportunities and responsibilities.
- 4.2 Admission to Haileybury depends upon a prospective pupil meeting the criteria required to maintain and, if possible improve, the educational and general standards for all its pupils, commensurate with the ethos to which the school aspires. When a disability or special educational need is made known to us we will consult with parents and make reasonable adjustments to our admissions procedures to enable a pupil to satisfy our admission requirements. To this end it will be

important that parents of disabled pupils and potential pupils supply as much information as they reasonably can in order to enable the school to plan and ensure that a disabled pupil is not disadvantaged.

- 4.3 Information supplied by parents, pupils or potential pupils will be treated sensitively and used only for the purpose of planning and implementing appropriate support provision. Such information will be shared with staff involved in the planning and provision of the education and support systems for the disabled pupil.
- 4.4 The School is committed to working with parents and other agencies for the good of each child.
- 4.5 Parents or guardians must disclose, as soon as possible, any known or suspected circumstances relating to their child's health, disabilities or learning difficulties.
- 4.6 Where an applicant has an established, pre-existing, learning difficulty (e.g. dyslexia, dyspraxia etc.) parents should explain this at the time of application so that the needs of the child can be discussed and planned for.
- 4.7 Please refer to the Haileybury's Admissions Policy for further information.

5. Disability

- 5.1 The Equality Act (2010) defines disability as having an impairment that has a 'substantial' and 'long-term' negative effect on someone's ability to do normal daily activities. 'Substantial' is more than minor or trivial, and 'long-term' means 12 months or more. A progressive condition is one that deteriorates over time. People with progressive conditions can be classed as disabled.
- 5.2 The school recognises its obligation under the Equality Act (2010) and the SEND Code of Practice (2014) to take reasonable steps to enable all pupils or prospective pupils to gain access to the full range of the educational experience that it offers. Several areas of the school have been ramped to enable wheelchair access and it is possible to travel between the major buildings on the campus without encountering steps. Further implementation of the recommendations will follow as availability of finance allows.
- 5.3 Haileybury also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (SEN) or learning difficulty, or because English is an additional language.
- 5.4 Haileybury is a campus school and operates a timetable that requires pupils to travel substantial distances between lessons. Some of its buildings are Listed and adaptation of them and of the site as a whole is not straightforward. New buildings have been constructed with the needs of the disabled in mind (e.g. the installation of lifts in two new girls' houses) and the refurbishment of existing buildings takes account of these issues (e.g. the installation of accessible toilet facilities in Big School).
- 5.5 We will continue to do all that is reasonable to ensure that the school's culture, policies and procedures are such that the educational opportunities at Haileybury are made accessible to children with disabilities. Staff must also embrace the principle that disabled pupils cannot be treated in a less favourable way because of their disability than a pupil who is not disabled. This will need to be considered in all aspects of school life; for example in curriculum planning and delivery, games, co-curricular activities and school trips.
- 5.6 In some respects Haileybury is well equipped to meet the needs of pupils with disabilities through both the pastoral care and Academic systems which are in place to support the needs of all pupils. We are fortunate to retain the services of our own GP, who is available for the needs of the pupils at all times during the school term. We have a Health Centre, which is staffed 24 hours a day by trained nurses during term time. Haileybury's Chaplain is always available and ready to listen to the anxieties or concerns of any pupil and offer advice and support. We have a Counsellor who visits the school three times a week. As well as being based in their office, the Counsellor also visits the Houses and the Lower School from time to time. There is a strong tradition of pastoral care within the school. In the Main School this is delivered by the Housemasters and Housemistresses and their teams of tutors, each tutor having responsibility for a group of approximately 10 pupils. In the Lower School, the pastoral team is led by the Head of the Lower School and the pupils' first port of call is their form tutor; he/she has responsibility for the welfare of the class, with each group consisting of approximately 18 pupils.
- 5.7 Awareness will be raised by the holding of appropriate meetings with the staff concerned and also by means of advice to the whole staff concerning the needs of the disabled and the obligations of the school under the Equality Act (2010).

6. Academic

- 6.1 Approaches to teaching and learning encourage all pupils to participate in the classroom and discourage the domination of lessons by any particular individual or group. Equal opportunities are considered when planning the curriculum, choosing syllabi and writing schemes of work. Staff must ensure the correct pronunciation of all forenames and surnames. Heads of

Departments, when determining their class sets, should bear in mind that in a set that has both boys and girls in it is school policy not to have just one boy or one girl in a set unless this is unavoidable.

- 6.2 We have an established Learning Support Department which caters for the needs of pupils with learning difficulties and disabilities. Members of the department are qualified to administer assessments to establish whether pupils need learning support and are able to assess whether reasonable adjustments need to be put in place. We recognise the needs of some pupils to use access arrangements to remove barriers to their achievement. Reasonable adjustments are made to meet the needs of pupils with SEND within all aspects of school life; including lessons, examinations, pastoral and co-curricular activities. Please refer to the School's Learning Support Policy for further information.

7. Behaviour

- 7.1 As made clear in our Ethos statement and our Behaviour, Rewards and Sanctions Policy, Haileybury is committed to being a welcoming and friendly community where unkindness has no place. All pupils are encouraged to respect one another and to be helpful and tolerant in their approach. It follows that bullying and discrimination will not be tolerated and all pupils should be free from discrimination of any kind.
- 7.2 Haileybury will not tolerate bullying or cyberbullying by pupils for any reason. Examples of bullying relevant to this policy include:
- bullying relating to race, religion, belief or culture
 - bullying related to SEN, learning difficulties or disabilities
 - bullying related to appearance or health conditions
 - bullying relating to sexual orientation
 - bullying of young carers or looked after children or otherwise related to home circumstances
 - sexist or sexual bullying
- 7.3 The Haileybury's Counter-Bullying Policy contains more details about the school's anti-bullying practices.
- 7.4 Staff and pupils must act swiftly and firmly to deal with any element of racism, sexism or unpleasantness towards any pupil or member of staff in whatever form it may take: verbal, written, physical, psychological etc. Haileybury will not tolerate bullying of any kind.
- 7.5 Staff must make it clear to those responsible for such actions why their behaviour is unacceptable and if necessary act firmly in accordance with the guidelines stated in the Behaviour, Rewards and Sanctions Policy.
- 7.6 It is important for pupils and staff to inform their Housemasters/Housemistresses of any incident, however minor, that may have occurred as often it may be part of a broader picture. Pupils who fail to desist from this type of behaviour must expect a formal warning from the Master and may be asked to leave the school.

8. Religion

- 8.1 Haileybury is a Christian foundation. As such the Chapel plays a central role within school and the wider community. Pupils from all ethnic groups, backgrounds and creeds are welcomed into Haileybury and diversity and difference is celebrated and respected.
- 8.2 As a Christian foundation, we expect all of our pupils and teaching staff, irrespective of their faith, to attend our chapel services unless permission is granted from the Master.
- 8.3 Understanding, appreciation and tolerance of and respect for religious needs, diversity and faith are taught through the PHSE and Theology and Philosophy programmes in conjunction with sermons conducted within chapel.
- 8.4 The opportunities available within Haileybury are the same to all pupils irrespective of their religious belief. All pupils are, with prior permission, able to celebrate religious holidays applicable to their faith and attend any associated occasions.

9. Dietary

- 9.1 The catering department liaises closely with HMs, pupils, staff and the Health Centre to ensure that the dietary requirements of all pupils are catered for.
- 9.2 The variety of food on offer during meal times is extensive with all pupils and staff able to select from a range of hot and cold options.
- 9.3 Dietary requirements based on religious or medical needs are specifically catered for, sometimes on an individual basis as needs arise.

9.4 Dietary requirements based upon choice are also catered for but on a more generic basis. For example vegetarian options are always available at all meal times. No pupil is discriminated against on the basis of dietary requirements.

10. Language and Culture

10.1 Haileybury is a culturally diverse school with a rich international feel, especially in the Sixth Form, where cultural diversity is celebrated. Approximately forty percent of the Sixth Form are considered to be international pupils all of whom are encouraged to share their culture and language with the wider community. Specific cultural requirements will be catered for on an individual basis which may include amendments to rules on hair styles, sports clothing, jewellery etc.

10.2 Pupils are encouraged to speak in their mother tongue around the campus though English is the expected first language during the normal school day. The International Student Group represents the concerns and needs of international pupils, organising events and providing a forum within which issues can be aired. This forum ensures that the school keeps abreast of pupils' concerns, specific to cultural, religious and language diversity.

10.3 All pupils within Haileybury, irrespective of their country of birth, languages spoken or culture are provided with equal opportunities. Pupils for whom English is not their first language and who may need additional language support, are offered support.

11. School uniform

11.1 The same school uniform policy applies equally to all pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, Haileybury will consider reasonable requests to alter the school uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children.

11.2 Symbols of faith: Certain items of jewellery and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the school's existing School Uniform Policy principles (in regards to, for example, colour of items). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or his or her parents to the Deputy Master, whose decision will be final, subject to the Complaints procedure.

11.3 Disabled pupils: Reasonable adjustments may be required to the school uniform for disabled pupils who require them. The pupil or his or her parents should refer the matter to the Deputy Master to ensure all reasonable adjustments are made to accommodate the pupil.

12. Discrimination definitions

12.1 Direct discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out in 1.1 above. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).

12.2 Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race.

12.3 Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

13. Suggestions and concerns

13.1 Haileybury welcomes suggestions for improvements from all its parents and pupils. Any informal suggestions about the service offered to a disabled pupil should, in the first instance, be raised in the usual way with the pupil's HM or with the Head of the Lower School as appropriate.

13.2 Should informal contact fail to rectify the situation, the complaint should then be raised with the relevant member of the SLT following the procedures set out in the school's Complaints Procedure.