



Equal Opportunities Policy for Pupils

Policy date:	September 2025
Date of next review:	September 2026
Owner:	Deputy Master
Leadership Team:	Senior Leadership Team
Intended audience:	Pupils, parents and staff
Location:	School Portal and Governor Portal

1. Introduction

- 1.1 Promoting equal opportunities is fundamental to the aims and ethos of Haileybury.
- 1.2 The School recognises the benefits of having a diverse school community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The School is committed to being an equal opportunities school and is committed to equal treatment for all pupils, regardless of any of the “Protected Characteristics” set out in the Equality Act 2010, including race, sex, disability, religion or belief, sexual orientation, or gender reassignment.
- 1.3 This policy applies specifically to pupils. For guidance and information relating to equal opportunities for staff, please see the School’s Equal Opportunities Policy for Staff and its Staff Recruitment, Selection and Disclosures Policy.

2. Aims

- 2.1 The aims of this policy and the School's ethos as a whole are to:
 - a. communicate the School's commitment to the promotion of equal opportunities for its pupils;
 - b. eliminate unlawful discrimination on grounds of any of the protected characteristics;
 - c. promote equal treatment for all members of the School community;
 - d. create and maintain an open and supportive environment, free from discrimination;
 - e. foster mutual tolerance and positive attitudes so that everyone can feel valued within the School;
 - f. comply with the School's equality duties contained in the Equality Act 2010;
 - g. remove or help to overcome barriers for pupils where they already exist;
 - h. enforce that all discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated.
- 2.2 All members of the School’s community are expected to comply with this policy and treat others with dignity at all times.
- 2.3 All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.
- 2.4 Staff at the School, particularly those working at a management level, have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.
- 2.5 The School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

3. Regulatory framework

- 3.1 This policy has been prepared to meet the School's obligations under the:
 - a. Equality Act 2010;
 - b. Children and Families Act 2014;

- c. Education (Independent School Standards) Regulations 2014.

3.2 This policy has regard to the following statutory guidance and advice:

- a. Equality Act 2010 explanatory notes;
- b. Equality and Human Rights Commission Technical Guidance for Schools in England (2014);
- c. Working Together to Safeguard Children (December 2023);
- d. Keeping Children Safe in Education (September 2025).

3.3 This policy should be read in conjunction with the following:

- a. Admissions Policy;
- b. Rewards, Behaviour and Sanctions Policy;
- c. Countering Bullying Policy;
- d. Exclusions and Required Removal Policy;
- e. Accessibility Plan;
- f. Special Educational Needs and Disabilities (SEND) Policy.

4. Admissions

- 4.1 The School treats every application for admission of a pupil in a fair, open-minded and equal way in accordance with this policy and the School's Admissions Policy. Although an academically selective School, 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, and admits, all prospective pupils irrespective of their gender, gender reassignment, race, religion or belief (or lack of religion or belief) or disability.
- 4.2 Parents must inform the School (and where appropriate provide a report from an Educational Psychologist or other relevant professional) when submitting their registration form as to 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.

5. Educational services

- 5.1 The School affords all pupils access to educational provision including all benefits, services, and facilities, irrespective of any protected characteristic (subject to our duty to make reasonable adjustments and considerations of safety and welfare). The School will not discriminate against a pupil by excluding them or subjecting them to any other detriment because of any protected characteristic.
- 5.2 The School will:
 - a. treat all members of the School community with respect and dignity and seek to provide a positive working, learning, pastoral and living environment free from discrimination;

- b. endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics acknowledging that some pupils may have more than one protected characteristic;
- c. ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support;
- d. monitor the admission and progress of pupils from different backgrounds;
- e. challenge inappropriate and unacceptable discriminatory behaviour by pupils and staff;
- f. encourage children to work and play freely and have respect for all other pupils irrespective of any protected characteristic;
- g. offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities;
- h. work with parents and external agencies where appropriate to combat and prevent discrimination in School;
- i. ensure that it reviews, monitors, and evaluates the effectiveness of inclusive policies and practices;
- j. use available methods (such as the curriculum, assemblies and the PSHE and tutoring programmes) to:
 - i. promote tolerance of and respect for each other, paying particular regard to the protected characteristics set out in the Equality Act 2010;
 - ii. promote positive images and role models to avoid prejudice and raise awareness of related issues;
 - iii. encourage children to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias;
 - iv. ensure the curriculum (formal and co-curricular) reflects diversity, avoids stereotyping, and provides positive role models.
- k. ensure that staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

5.3 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 (including cyberbullying) are unacceptable and will be dealt with in accordance with the School's Rewards, Behaviour and Sanctions Policy, and its Countering Bullying Policy.

6. Religious beliefs and cultural needs

6.1 The School's ethos is based on Christian values. The School is therefore inclusive and welcomes and respects the rights and freedoms of individuals from different religious and philosophical traditions subject to considerations of safety and welfare and the rights and freedoms of other members of the School's community.

6.2 The School's governing body (Council), through the Executive Leadership Team (ELT) and those Leadership Teams with direct oversight of pupil-facing matters (Senior, Academic, Pastoral and Co-Curricular) (, 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. Further information can be found in the School's Fundamental British Values Policy.

6.3 All pupils are expected to attend Chapel services as part of the school routine, where we join together as a community at the start of the School day, and on special occasions. Where a pupil

of a different faith wishes not to attend Chapel on religious grounds, parents should seek permission from the Master.

- 6.4 If full boarders, who are not members of the Church of England, wish to attend other religious services outside of school, the School will try to support and assist with this if possible. For day and weekly boarders, parents will normally make any necessary arrangements.
- 6.5 The School also recognises the importance of cultural needs as part of its commitment to inclusivity and respect. Pupils may come from diverse cultural backgrounds with traditions, customs and practices that form a significant part of their identity. Where possible, the School seeks to acknowledge and accommodate these needs in areas such as diet, dress, festivals and family practices, provided that they do not conflict with considerations of safety, welfare, or the rights and freedoms of others. In this way, the School aims to foster an environment where every pupil feels valued and supported in expressing their cultural heritage.
- 6.6 As well as the School's Chapel, there is the Multi-Faith Room situated just above Big School. The Multi-Faith Room is open to all pupils and aims to provide a quiet, serene, and safe space for pupils to reflect and pray in. It is open every day from the beginning of the school day to the end, and pupils are free to use it outside of lesson time.

7. Requests for variation in the school uniform

- 7.1 All pupils are required to wear the School's uniform. The Master will consider requests from parents and pupils for variations to the uniform for reasons related to disability, race, gender reassignment and/or on religious grounds provided they are consistent with the School's Health and Safety Policy and that such requests are reasonable in all the circumstances including in light of the School's obligations under the Equality Act 2010.
- 7.2 Where there is uncertainty as to whether an item may be worn to School, parents are encouraged to discuss the matter with a member of House staff, in advance.

8. Reasonable adjustments for pupils with disability

- 8.1 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.
- 8.2 Where the School is required to consider its duty to make reasonable adjustments, 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 in comparison to other pupils. 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.
- 8.3 The School has an Accessibility Plan in place which is available on 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 of information to disabled pupils which is readily accessible to pupils who are not disabled.

9. Adjustments for transgender pupils

- 9.1 The School is committed to supporting transgender pupils. In line with the Equality Act 2010, reasonable adjustments will be made on a case-by-case basis to meet individual needs. This may include the use of chosen names and pronouns, access to appropriate facilities, flexibility in

uniform, and pastoral support in consultation with the pupil, their parents/guardians, and relevant staff. Discussions about appropriate adjustments will normally involve the Deputy Master, the Deputy Head (Pastoral), and the pupil's Housemaster or Housemistress. The Deputy Master shall always discuss these matters with the Master in advance of any final decisions on arrangements being made. The School does not tolerate any form of bullying, harassment, or discrimination on the basis of gender identity..

10. Monitoring and review

- 10.1 The SLT shall monitor and review the effectiveness of this policy and views and considerations shall be reported to the ELT. An annual report to Governors (usually via the Education and Safeguarding Committee) on the policy's effectiveness in practice shall be made by the Deputy Head (Pastoral).

11. Breaches of this policy

- 11.1 Pupils who are in breach of this policy may be sanctioned in accordance with the School's Rewards, Behaviour and Sanctions Policy.
- 11.2 A breach of this policy by a member of staff may lead to disciplinary action under the School's Staff Disciplinary Policy.
- 11.3 If a parent believes that a child has received less favourable treatment as a result of a protected characteristic, or if a parent feels that this policy has been breached in any way to a child's detriment, they are encouraged to raise the matter through the School's Complaints Procedures (available on the School's website).

Version history		
Date	Reviewed by	Notes
March 2022	SLT	New policy approved
November 2022	Governors' Safeguarding and Wellbeing Committee	Reviewed
February 2024	SLT	Reviewed; minor updates only
September 2024	SLT	Reviewed; minor updates only
September 2024	Governor's Education and Safeguarding Committee	Reviewed
August 2025	Assistant Head (Professional Development and EDI), Deputy Master, Deputy Head (Pastoral)	Reviewed and updated
September 2025	Senior Leadership Team (SLT)	Reviewed and approved
September 2025	Executive Leadership Team (ELT)	Reviewed and approved