

Hulme Hall Grammar School



Equal Opportunity Policy

Report	Equal Opportunity
Approval Body	Governing Body
Date Reviewed	September 2018
Date Approved	September 2018
Review Schedule	Bi Annual
Next Review due	September 2020

This Policy is applicable to all staff and pupils, including those in the EYFS setting.

Hulme Hall Grammar School recognises that its staff and pupils originate from diverse backgrounds. The School is committed to equality of opportunity for everyone in the School community. It will promote behaviour that is respectful, considerate and caring and which celebrates the differences between individuals. The School will be mindful of the types of direct and indirect discrimination which can occur and strive to prevent them from occurring.

The School will challenge, and take appropriate action against, any behaviour which discriminates against anyone on the grounds of their age, colour, ethnicity, gender, nationality, race, religion or sexual orientation.

The School will ensure that:

- it complies with all current statutory requirements including those in relation to promoting equality and preventing discrimination;
 - all other policies are based on the principles of fairness and have reference to this policy;
 - it employs staff fairly and provides equal access to training and development opportunities;
 - staff are promoted according to transparent and appropriate criteria;
 - everyone is encouraged to respect others;
 - everyone's understanding of other backgrounds is developed;
 - pupils are prepared for living in a multicultural society;
 - diversity is seen as a positive advantage;
 - the whole curriculum provides equality of access;
 - the curriculum promotes positive attitudes and avoids reinforcing stereotypical views of gender, age, religion, sexuality etc.;
 - staff and pupils are aware of the types of behaviour which can be discriminatory and everyone recognises and accepts their own role in preventing such behaviour from occurring;
 - those from minority groups are allowed to retain their cultural identity.
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Managing Equality in Practice

1. **Admission** - The school follows the Governing Body Admission Policies that do not permit sex, race, colour or disability to be used as criteria for admission.
2. **Registration** - Pupils' names will be accurately recorded and correctly pronounced. Pupils will be encouraged to accept and respect names from other cultures.
3. **Discrimination** - All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school. Staff should be aware of possible cultural assumptions and bias within their own attitudes. In all staff appointments the best candidate will be appointed based on strict professional criteria. Parents should be aware of the school's commitment to equal opportunities. Incidents will be recorded.
4. **Language** - The school views linguistic diversity positively. Pupils and staff must feel that their natural language is valued.
5. Resources will be provided for all pupils according to their needs, irrespective of sex, ability or ethnic origin. Current resources and new acquisitions will be monitored by Heads of Departments to ensure the promotion of a positive image regarding race, gender and special need. The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.
6. The P.S.H.E.C curriculum will help to promote a positive image of all members of society, with particular reference to race/religious belief, gender, physical ability and special needs.
7. Displays reflect a positive image of race/religious belief, gender, physical ability and special need. All children are given the opportunity to contribute to display throughout the school and their contributions are valued.
8. The Schools Monitoring and Evaluating System for regularly observing, assessing and recording the progress of children is used to identify children who are not progressing satisfactorily and who may have additional needs. Whole school monitoring and evaluation procedures will include sampling of work and observations. Target setting for all pupils takes place every 8 weeks as part of the PPR system.



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