



Heckmondwike Grammar School

Policy: Equalities

Status: Statutory

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By: HR Team



Whole School Equalities Policy

The purpose of this policy is to define our commitment to equality in both education and employment provision.

This policy applies to students, staff, parents, governor's and volunteers who are, or may be part of our school community.

This policy is published on our website and will be reviewed every 4 years.

1. Aims

Heckmondwike Grammar School actively promotes equality in an inclusive culture. Among the school's explicitly stated values is the following statement on inclusion:

Celebrating diversity, by creating a vibrant, safe and happy school, with a strong sense of community, respect and responsibility to both ourselves and others.

As a school it is our intention to provide education for all students, which acknowledges that the society within which we live is enriched by diversity. We will strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and where we all treat one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

As a school we will not tolerate discrimination of any kind. We expect all involved at the school to be committed to eliminating all forms of discrimination, and to promote equality to all, and oppose discrimination on the basis of:

- Age
- Disability
- Sex
- Sexual orientation
- Race (including nationality, ethnic or national origin)
- Gender (including gender reassignment)
- Religion or belief (including a lack of religion or belief)
- Pregnancy or maternity
- Marital or civil partnership status

These are referred to as Protected Characteristics in the Equality Act 2010 (and any future amendments of the Act).



1.1. The school aims to prepare all students for a future world and adult life in a multi-racial, interdependent world. Heckmondwike Grammar School will be an equality champion and community leader and will seek to ensure that all school users:

- promote equality of all groups, for example assessing the impact of our policies on different groups;
- promote community cohesion by encouraging the development of mutual respect and good relationships between persons of different racial groups and genders;
- challenge and seek to eradicate discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, religion or religious affiliation. This will include, for example, acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying;
- give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- develop a strategy that includes all equality strands and links targets and actions with our School Development Plan;
- ensure that all students have a right to equality of access to what is best in educational provision;
- ensure that there is no restricted access given to some students because of stereotyped views of ability.

2. Responsibilities

The Governing Body and Senior Leadership Team have responsibility for monitoring all aspects of school life including curriculum provision and content, student achievement, school organisation, assemblies, uniform, meals, admission, pay and employment procedures in light of these aims. Regular consultation with students, parents and staff will form part of the information gathering process. Specific policies on curriculum, uniform, bullying, admissions, discipline, sport and careers education will be regularly updated in response to this information gathering and objectives for promoting equality will be integral to the school development plan. We will monitor progress made towards meeting objectives to:

- take adequate steps to prevent discrimination
- take decisive action when discrimination occurs
- take steps to promote equality, diversity and cohesion

Staff will challenge put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership

Departments have responsibility for producing schemes of work, reviewing teaching styles and organisation and examining pupil choices with the intention of eliminating gender, racial and disability stereo-typing, providing equal access to all students and differentiation to meet the needs of the individual.

3. Public Sector Equality Duty

Under the Equality Act 2010 we are required to meet the Public Sector Equality Duty, and have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

4. Related Policies and Legislation

The policies and legislation detailed below are relevant and should be read alongside this policy:

- SEND Policy
- Admissions Policies
- Anti-Bullying Policy
- Behaviour Policy
- Students with Medical Needs Policy
- Accessibility Plan
- Recruitment and Selection Policy
- www.gov.uk/guidance/equality-act-2010-guidance
- www.equalityhumanrights.com

5. Forms of Unlawful Discrimination

Discrimination may be direct or indirect, and may occur intentionally or unintentionally, further details are below:

Direct discrimination

where someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation)

Indirect discrimination

occurs when you have a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic, and it cannot be shown to be a proportionate means of achieving a legitimate aim

Harassment

this is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them

For further guidance on harassment, refer to the Dignity at Work policy.



Victimisation

this occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

6. Equality Objectives

- 6.1. **Admissions:** Admission to the school is determined by performance in an entrance test. Outcomes of the admission process are analysed by gender and ethnicity each year and monitored by the Governing Body Admissions Sub-Committee. Arrangements are made so that candidates with physical disability are given equal access to the entrance exam papers, e.g. partially sighted candidates have large font papers provided.
- 6.2. **Curriculum access:** All students aged 11-16 have full curricular access in line with the requirements of the National Curriculum. In the Sixth Form students follow courses of their choice. Sixth Form students are given equal access to all aspects of provision, including enrichment and work-related opportunities. The outcomes of the option choices process which takes place in year 8 and year 11 are analysed and monitored by gender and ethnicity each year.
- 6.3. **Teaching and Learning:** Students throughout the school have a right to expect a variety of teaching and learning styles designed to develop independent learning and the acquisition of a body of knowledge, skills and attitudes which will prepare them for their next stage. Teachers recognise the importance of a range of learning activities and good classroom organisation in promoting achievement by all students.
- 6.4. **Achievement:** The school holds data on standards and progress achieved by all students and analyses this on a termly basis to monitor the performance of those with particular characteristics, where these are known. The relevant characteristics include: gender; ethnicity; first language; special educational need and eligibility for free school meals. External data, for example that made available by DfE, the local authority and Ofsted, also shows attainment and progress measures categorised by different characteristics.

Both internal and external data sources are under constant scrutiny. In most cases there is little difference in achievement between different groups of students and sample sizes are often statistically insignificant. However, from a gender perspective, there is a trend of boys relative to girls at GCSE underperforming, though importantly boys at HGS still make positive value added progress.

The outcomes of the monitoring forms part of the whole school self-evaluation process and within departments that takes place throughout the year.

- 6.5. **Bullying:** The Senior Leadership Team has responsibility for monitoring racial or sexual harassment (including homophobic bullying) and for counselling and supporting staff or students who may be involved in such abuse. Students, parents and staff are actively encouraged to report incidents and investigating staff are expected to deal with such incidents sympathetically, promptly and effectively.



We also recognise that all students may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise. We will strive to be a 'listening school'.

We listen to all our school community members including students, parents, staff, visitors, school users and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our students in particular to talk to us about bullying, where it happens, who is doing it, and what it involves. (See school policy on bullying).

- 6.6. **Role of Spiritual, Moral, Social and Cultural Education:** It is the responsibility of all staff to respond to the moral, spiritual, cultural, and social needs of each pupil. Through assemblies, PSHCE and Religious Education lessons specifically, but also in other areas of the curriculum, the school seeks to promote a positive attitude towards differing cultures, religions and lifestyles. Prayers and stories from a variety of religions are used and places of worship are visited during lesson time.
- 6.7. **Learning resources:** Subject Leaders regularly review subject based texts and ICT resources to remove gender and racial stereotyping. The librarian has a similar responsibility for central learning resources. Any member of staff asked to approve a web based resource for a pupil has responsibility for checking the suitability of the site.
- 6.8. **Careers Education and Work Experience:** The school's Careers, Education, Advice and Guidance (CEIAG) programme is inclusive for all students, and seeks to encourage high achievement for all. It aims for "all students [to] have access to impartial careers information and guidance appropriate to their age and ability. This should promote equality of opportunity, inclusion and diversity and challenges stereotyping." The school CEIAG programme can be accessed [here](#), and the [full careers policy](#) is available here.

All students receive a personalised CEIAG interview in years 11 and 12. These are prioritised based on need, as well as other indicators of disadvantage such as parental education, pupil premium, FSM and so on. We are committed to delivering high-quality and impartial advice to all students, irrespective of race, religion, gender or any other characteristic.

All students are able to access the CEIAG on a drop-in basis, or by appointment through the student/pupil, their parents/carers, or a teacher. We are committed to delivering high-quality and impartial advice to all students, irrespective of race, religion, gender or any other characteristics.

Students are supported in securing work placements, where necessary to support their interests or progression to particular courses. To date there has been no evidence of difficulties encountered by students on placement because of gender or racial stereotyping.



- 6.9. Employment: There is currently a balance in the gender composition of the teaching staff across subject areas and levels of responsibility which helps provide positive role models. It is policy to maintain that balance. Members of ethnic minorities are employed in both the teaching and non-teaching staff. Governors monitor employment and recruitment practices with regard to equality and recognise their statutory obligations.
- 6.10. Supply of services: Governors will require providers of goods and services to the school to meet statutory requirements with regard to equal opportunities.

7. Monitoring in practice

- 7.1. In the context of Every Child Matters an Assistant Head has responsibility for monitoring policies and practices associated with equal opportunities and community cohesion and the collection of information on the outcomes of policy with regard to different groups of students and their achievements.
- 7.2. A Deputy Head has responsibility for monitoring policies and practices associated with disability and equal opportunities with regard to recruitment, retention and development of disabled employees.
- 7.3. Any discrimination by staff or students will be dealt with under existing school discipline procedures.
- 7.4. Staff professional development will support the procedures and policies relating to equal opportunity, disability discrimination and community cohesion.



Appendix 1: Objectives

Objective 1: Equity and excellence:

The school will:

- (a) Monitor and evaluate attainment and progress of all students in year 9, 10, 11, 12 and 13 with specific reference to groups with different characteristics. These will include ethnicity, gender, first language, special educational needs, FSM eligibility. A termly report will be produced for SLT and an annual report for the governors' curriculum sub committee.
- (b) Prepare, implement and evaluate a pupil premium strategy to remove any potential barriers to participation or success related to disadvantage.

Objective 2: Participation and engagement:

The school will:

- (a) Monitor participation in extra-curricular activities and report to governors.
- (b) Consider ways to increase participation if any group is under represented as identified by monitoring.
- (c) Monitor attendance patterns and report to governors.
- (d) Monitor rewards and consequences annually and respond to any identified differences.
- (e) Monitor admissions to ensure school population broadly reflects community in the extended area from which students are drawn.

Objective 3: Policies:

The school will:

- (a) Conduct equality impact assessments for any new or substantially amended policies.

Objective 4: Personnel:

The school will:

- (a) Ensure all vacancies are filled using the principles of equal opportunities and safer recruitment, including at least one member of each panel with relevant training.
- (b) In the context of Every Child Matters the Assistant Head (Pastoral) has responsibility for monitoring policies with regard to students and their achievements.
- (c) The Deputy Head has responsibility for monitoring policies and practices associated with regard to recruitment, retention and development of employees.
- (d) Any discrimination by staff or students will be dealt with under existing school discipline procedures.



- (e) Staff inset will ensure that procedures and policies relating to disability discrimination are understood.