



Wakefield Grammar School Foundation

Document Reference	WGSF Equal Opportunities (Pupils) Policy (Inc EYFS)
Version Number	V1.06
Author / Lead / Job Title	Lisa Barrett, SENDCo (Preparatory) and James Summers, SENDCo (Senior Section)
Consultation	Diana Bracewell, EDI Coordinator Admissions
Checker Person Name / Title	Martin Shevill, Chair of Governors
Quality Assurance	
Name of Approver / Committee	Governing Board
Date Approved	03.11.2025
Date of Next Review (Annually)	November 2026

CHANGE RECORD - REVIEW PERIOD 1 YEAR

Version	Date	Change details
V1.04	Oct 2023	Reviewed, Vicky Gardiner, Director of Learning Support
V1.05	Sept 2024	Reviewed, Vicky Gardiner, Director of Learning Support
V1.06	Oct 2025	Reviewed, James Summers, SENDCo; Diana Bracewell, EDI Coordinator

To be published on the following:

Staff shared	X	School website	X
---------------------	----------	-----------------------	----------

WGSF Equal Opportunities (Pupils) Policy (inc. EYFS)

1. Introduction

Promoting equal opportunities is central to the ethos and aims of Wakefield Grammar School Foundation ('the Foundation'). We welcome applications from candidates of all backgrounds and are committed to fostering an inclusive community where every individual feels valued and can thrive.

The Foundation promotes equality of opportunity for all members of its community and celebrates the diversity of backgrounds, skills, and perspectives that enrich school life. We oppose all forms of discrimination, harassment, or bullying based on protected characteristics and expect all members of our community to treat others with dignity, fairness, and respect.

As academically selective Foundation schools, we believe that exposure to diverse experiences and cultures broadens pupils' understanding of the world and enhances their personal development. We are committed to creating a safe and inclusive environment for all pupils, including those who are transgender or gender fluid, in accordance with the WGSF Gender Identity Policy (internal Foundation policy) as well as those who fall under protected characteristics (see section 5).

We also welcome applications from pupils with Special Educational Needs and Disabilities (SEND) and refer parents to the Foundation's SEND Policy and Learning Acceleration Base.

There will be no discrimination against pupils with SEND, provided they have the academic ability to meet the Foundation's selective entry requirements. All pupils will have equal opportunity to access the curriculum; however, the Foundation is not a specialist SEND provider.

Bursaries are available to enable pupils who meet the academic entrance criteria for the Foundation School. The availability of bursaries and how to apply is clearly noted on the website www.wgsf.org.uk.

This Equal Opportunities (Pupils) Policy sets out how the Foundation intends to meet these aims and comply with its equality duties. It is written in accordance with:

- [The Equality Act 2010](#)
- [The Early Years Foundation Stage Statutory Framework 2025](#)
- [The Children and Families Act 2014](#)
- [The Education \(Independent School Standards\) Regulations 2014](#)

All members and stakeholders of the Foundation community are expected to comply with this policy. The Foundation seeks to promote awareness of its aims, policies, and procedures relating to equal opportunities and will provide information and training as required.

This policy should be read in conjunction with:

- [WGSF Admissions Policy](#)
- [WGSF Behaviour Management Policy](#)
- [WGSF Anti-Bullying Policy](#)
- [WGSF English as an Additional Language \(EAL\) Policy](#)
- [WGSF Special Educational Needs \(SEN\) and Disability Policy](#)
- [WGSF Gender Identity Policy](#)
- [WGSF Safeguarding and Child Protection Policy](#)
- [WGSF Bursary Policy](#)

2. Aims

Through the operation of this policy, the Foundation aims to:

- Communicate its commitment to promoting equal opportunities.
- Promote equal treatment for all members of the Foundation community.
- Create and maintain an open, supportive environment free from discrimination, harassment, and victimisation.
- Foster mutual tolerance and positive behaviours, attitudes, and practices so that everyone feels valued within the Foundation.

3. Responsibilities

- All staff and pupils share responsibility for upholding and promoting this policy.
- Ultimate responsibility lies with the Governors and the Executive Head.
- Senior Management, alongside Heads of Department, are responsible for ensuring equal opportunities within the curriculum.
- All staff are responsible for reporting incidents of unequal treatment to a senior member of staff.
- The Executive Head and Preparatory Head will report relevant statistics and incidents to the Board of Governors.

The Foundation will protect pupils from discriminatory behaviour by any individual or group within the community. Allegations of discriminatory behaviour by pupils or staff will be addressed under the relevant policy: WGSF Behaviour Management Policy, the WGSF Grievance Procedure or the WGSF Discipline and Conduct Policy and Procedure.

4. Code of Conduct

The Executive Head, Preparatory Head, Senior Leadership Team, EDI Coordinator, SENDCos, pastoral staff and School Nurses play an active role in monitoring the implementation of this policy.

Assemblies, PSHE, RE, Drama, English, and other lessons are used to:

- Promote tolerance and respect for others within the school community.
- Promote positive images and role models to challenge prejudice and raise awareness.
- Encourage open-mindedness and appreciation of different cultures.
- Address offensive language and behaviour promptly and sensitively.

Harassment in all its forms is unlawful and unacceptable. A successful Equal Opportunities Policy requires strong support from parents and guardians and full acceptance of the Foundation's ethos of tolerance and respect.

5. Protected Characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex (subject to admissions criteria)
- Disability
- Sexual orientation
- Gender reassignment
- Religion or belief
- Race (including colour, nationality, and ethnic or national origins)
- Pregnancy and maternity

- Age, Marriage and civil partnership (recognised protected characteristics which does not apply to this policy)

The Foundation aims to foster a community in which all pupils are valued and can thrive regardless of these characteristics and will seek to counter any discriminatory practices. In teaching about sexual orientation and marriage or civil partnership, staff must have regard to statutory guidance on relationships and sex education.

There will be an expectation that all Foundation members will have an awareness of the privileges, disadvantages and biases (see Appendix 1) members of the organisation can face. Accordingly, CPD will include work to support people of all intersections/identities.

6. Requests for Variation in Uniform

Although the Foundation has Christian roots, we do not select for entry based on religion and welcome pupils of all faiths. All pupils are required to wear school uniform until Year 12, with a business dress code applying in Years 12 and 13.

The Executive Head will consider written requests from parents for variations in uniform on religious, physical, or sensory grounds, consistent with health and safety policy. The Executive Head and Preparatory Head may seek expert advice and will usually meet with parents to discuss the implications of such requests.

7. English as an Additional Language (EAL)

When a pupil joins one of the Foundation schools, families complete a data collection form indicating languages spoken at home. If a pupil meets the DfE definition of EAL, this is recorded, and appropriate support is provided according to need.

Please refer to the [WGSF EAL Policy](#) for further details.

8. Monitoring

The Foundation monitors the effectiveness of this policy. Parents who accept places are invited to complete an anonymous ethnic monitoring form using Government census categories. Forms are anonymised before data is logged by year of entry and examination. Ethnic monitoring data is not linked to pupil records.

We encourage all parents to participate in the monitoring scheme to help ensure fairness and inclusivity.

All members of the Foundation community are expected to comply with this policy. The Foundation will continue to raise awareness of its aims, policies, and procedures relating to equal opportunities and will provide training as required.

9. Complaints

We hope that you and your child will not have any complaints regarding this policy. However, a copy of the [WFGS Complaints Policy and Procedure](#) is available on the website or upon request from the School Office.

10. Review and Approval

This policy will be reviewed annually by the Foundation Leadership Team and the Board of Governors to ensure compliance with current legislation and best practice.

Appendix 1 - Common Privileges and Disadvantages in the UK

Everyone experiences the world differently. Some parts of who we are can bring privilege (unearned advantages), while others can bring disadvantage (unearned barriers).

There's nothing wrong with having either — these are simply reflections of how society is structured. Recognising them helps us understand each other's experiences and work towards greater fairness and inclusion.

Common Privileges in the UK

- Being a native English speaker
- Being cisgender
- Being heterosexual
- Being male
- Being non-disabled or neurotypical
- Being securely housed
- Being white
- Being young to middle-aged (not elderly)
- Having access to education and/or professional qualifications
- Having financial stability or wealth
- Having UK citizenship
- Living in the South East or in a city

Common Disadvantages in the UK

- Being a migrant, asylum seeker, or refugee
- Being a woman or gender-diverse person
- Being elderly or seen as “too young”
- Being transgender or nonbinary
- Being part of the LGBTQIA+ community
- Being unemployed or experiencing housing insecurity
- Experiencing racism or xenophobia
- Experiencing religious discrimination
- Having a disability or being neurodivergent
- Living in a household with lower educational attainment
- Living in poverty or a low income household
- Living in rural or underfunded areas