



EQUALITY, DIVERSITY & INCLUSION POLICY

MAULDEN LOWER SCHOOL

NOVEMBER 2025

REVIEW DATE: AUTUMN 2027

Statement of Commitment

Maulden Lower School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to: eliminate discrimination or harassment across all the protected characteristics within the school community.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997
- The Worker Protection (Amendment of Equality Act 2010) Act 2023
- The Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'

- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE School Admissions Code

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance and Absence Policy
- School Uniform Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Equality Information and Objectives Policy

Roles and Responsibilities

The Head Teacher will:

- Ensure that all staff are aware of the Equality and Diversity Policy and that all staff follow the policy fairly in all situations and arrange for appropriate training to support this
- Provide updates on equalities legislation and the school's responsibilities in this regard
- Positively support the evaluation activities that monitor the impact and success of the policy on pupils from different groups e.g., SEN, Looked After Children, Minority Ethnic groups including traveller, EAL pupils and pupils receiving Free School Meals, in the following recommended areas:
 - Pupil progress and attainment
 - Teacher and learning
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying
 - Parental involvement
 - Participation in extra-curricular activities and extended school activities
 - Staff recruitment and retention
 - Visits and visitors
- Prepare and agree with the Governing Board the school's specific and measurable Equality objectives
- Ensure the school publishes information which demonstrates how it is complying with the Equality Duty
- Ensure that all appointment panels give due regard to the Equality and

Diversity Policy so that no-one is discriminated against when it comes to employment opportunities

- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness.

The Governing Board will:

- Seek to ensure that equal opportunities implications will be considered and recorded whenever resources are allocated or school policies are written or reviewed.
- Wherever possible take up relevant training opportunities provided by the CBC Governor Training Programme
- Review school achievement and progress data and challenge appropriately where such data indicates differences in attainment or progress between different groups of pupils
- Agree with the Head Teacher the school's specific and measurable Equality Objectives
- Review the Equality information published by the school.

The Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Ensure that all pupils are treated fairly, equally and with respect and will maintain awareness of the school's Equality and Diversity Policy
- Promote equality and strive to provide material that gives positive images based on race, gender and disability, and challenge stereotypical images
- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Act as a role model for equality, diversity and inclusion across the whole school community.

Admissions

Maulden Lower School is bound by the Central Bedfordshire Council Admission Policy, which does not use discriminatory criteria for admission.

Provision of Education

Maulden Lower School will:

- Aim to provide the best possible education for all pupils according to their needs, irrespective of gender, ability or ethnic origin or any other protected characteristic
- Seek to ensure that pupils should have access to a broad and balanced curriculum which avoids stereotypes and provides good role models for all pupils. Equality of opportunity and diversity issues will be taken into account when planning the curriculum and this should be reflected in curriculum planning documentation.

- Seek to ensure that every child has equal access to the curriculum, extracurricular activities, playground activities and all other benefits, facilities and Services
- Monitor and evaluate the curriculum, classroom organisation, resources and assessment to ensure that they are free from discrimination and promote diversity
- Ensure that the curriculum promotes role models which reflect Maulden Lower School's diversity in terms of race, gender and disability
- Promote positive images which reflect the diversity of the school and community in terms of race, gender and disability, for example in displays, assemblies, books, publications and learning materials in the classroom.

Protected Characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Race and Ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair.

Staff will ensure pupils with English as an Additional Language (EAL) are treated equally and fairly, while ensuring they are supported at all times. The school will not separate pupils on the basis of their race or ethnicity.

Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

Religion and Belief

Staff will ensure that pupils are not singled out or treated less favourably because of Their actual or perceived religion or belief, their lack of religion or belief, or their association with someone who holds a particular religion or belief. The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

Sexual Orientation

Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law. The school will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's Policy, school curriculum, and anti-discrimination duties towards staff and pupils.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

Gender Reassignment

The Equality Act 2010 defines gender reassignment as applying to anyone who is undergoing, has undergone or is proposing to undergo a process (or part of a process) of reassigning their sex by changing physiological or other attributes.

Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Pupils will be supported to dress in a way that reflects their gender identity, in line with the requirements of the School Uniform Policy and in accordance with current equality legislation.

The school will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Gender-specific toilets and changing facilities.
- Private changing facilities.

The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

The school will support trans pupils to feel comfortable and ensure they can celebrate their identity.

The school will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

The school will abide by its LGBTQ+ Policy containing further information addressing equal opportunities for trans pupils.

Looked After Children

Admission of LAC and previously LAC (PLAC) will be undertaken in accordance with the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

Access to benefits, facilities and services

Maulden Lower School will seek to ensure that all groups have equal access to any benefits, facilities and services provided by the school. Such matters will be given due regard by the school and the governing board when considering budgets and allocation of resources.

Exclusions and other sanctions

Exclusions or other sanctions will always be based on the school's Behaviour Policy. The school will monitor exclusions and other sanctions to check if the application of the policy has had a disproportionate impact on any group or groups.

Data and monitoring

Maulden Lower School will monitor and analyse pupil achievement and progress by race, gender, disability, SEND and pupil premium and act on any trends or patterns in the data that require additional support for pupils.

Promoting Inclusion

The school will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.

- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

Employment matters

Maulden Lower School is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. The school will

- Seek to ensure that all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- Seek to ensure that performance management procedures are administered fairly and in line with the principles of the Equality and Diversity statement
- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential irrespective of background or employment status
- Provide equal access to training and development opportunities for all staff, including part-time, on the basis of their assessed training needs
- Protect staff from bullying, harassment or victimisation arising from a protected characteristic. Complaints regarding bullying and harassments will be investigated in appropriate and timely manner
- Undertake equal opportunities monitoring with respect to employment matters including the composition of school staff, recruitment trends, take up of training opportunities etc

Breaches of policy

Breaches of the Equality and Diversity Policy will be dealt with as follows:

- For pupils through the Behaviour Policy
- For staff through the Staff Discipline Policy
- For parents and carers through the Complaints Policy or by appropriate action, for example making clear the school's expectations
- For staff of other organisations, by reporting breaches to their line manager or the person in charge of those organisations

This policy statement has been endorsed by the Governing Body, and will be reviewed on a two year basis

Policy reviewed and updated : SignedDate

Policy ratified and updated : Signed Date

Appendix 1.

Help and Organisations

www.kidscape.org.uk

Kidscape is a charity working UK wide to keep children safe from bullying and sexual abuse

www.beatbullying.co.uk

Bullying prevention charity providing anti-bullying resources, information, advice and support

www.childnet.com

Safer internet centre

www.anti-bullyingalliance.org.uk

Brings together a number of organisations with the aim of reducing bullying and creating a safer environment in which children and young people can live, grow, play and learn.

www.ace-ed.org.uk

ACE provides advice and information to parents and carers on a wide range of education and school based issues including exclusion, school admissions and admission appeals, special education needs, bullying and school attendance.