

Maple Cross JMI & Nursery School

*Care and Achieve*

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**School Equalities Scheme**

Adopted by FGB May 2010 / reviewed, updated, re-written September 2018

**Review Period annually**

**Every 4 years Equality Objectives to be set,**

**Every year information to be published showing compliance (Appendix 5)**

Reviewed with amendments on 7<sup>th</sup> October 2019

Chair *L Maykels*

Head *H Trickett*

Reviewed with amendments

Reviewed without amendments:

Chair \_\_\_\_\_

Date: \_\_\_\_\_

Head \_\_\_\_\_

Reviewed with amendments:

Reviewed without amendments:

Chair \_\_\_\_\_

Date: \_\_\_\_\_

Head \_\_\_\_\_

Our Mission Statement is "We care for each other and achieve our best."

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# School Equalities Scheme

(including equality objective and race equality target)

Adopted by the Governing Body: May 2010

Reviewed (1): October 2011

Updated to Equality Scheme: September 2014

Reviewed (1): 21<sup>st</sup> September 2015 Duncan Roberts - Headteacher

Reviewed (2): 26<sup>th</sup> August 2016 Duncan Roberts - Headteacher

Reviewed (3): 12<sup>th</sup> September 2017 Duncan Roberts - Headteacher

A new scheme will be due in 2018

Reviewed, updated and rewritten on 10<sup>th</sup> September 2018

Hannah Trickett

## School mission and Aims

The school mission statement and aims are at the heart of our school life at Maple Cross JMI & Nursery School: ***“We all care for each other and achieve our best.”***

### Purpose

This scheme is required to ensure that the school complies with equality legislation. The school recognizes that it has to make special efforts to ensure that all groups prosper, including those: with special educational needs; who have difficulties in accessing the school’s facilities or services; who speak English as an additional language; who have frequent moves and lack stability leading to time out of school (e.g. children in care); who, as children, are caring for others; who come from homes with low income and/or inadequate home study space; who experience bullying, harassment or social exclusion; who suffer with low parental support or different parental expectations; have emotional, mental and physical well-being needs; who exhibit challenging behaviour; who come from minority ethnic groups including travelers, refugees and asylum seekers.

### Social Context

We understand that despite thirty years of individual legal rights to equality there is still widespread discrimination and persistent inequality. Many groups and both sexes suffer from the stereotyping of their roles and needs and such stereotyping has to be understood, challenged and overcome.

### School Values

At Maple Cross School we have a set of core values which underpins the work of the school and how we treat each other. We believe these core values are central to success and to life-long learning:

- We respect and care for one another, our community and the wider world and treat others as we would like to be treated ourselves.
- We believe that all children deserve equal access to a broad, balanced curriculum in a stimulating learning environment that promotes active learning, lively enquiring minds and the ability to question.
- We believe high expectations raise personal achievement.
- We believe that high self-esteem, self-confidence and happiness are central to our work and that these enable children to make positive choices in life.
- We believe that each person is of equal importance, we recognize an individual’s personal strengths and qualities and these are nurtured and celebrated.
- We value a partnership between school, parents and the community and understand the importance of teamwork and shared responsibility.
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### Principles:

We support and promote the views that:

- people’s ability to achieve their potential is not limited by prejudice or discrimination.
- there is respect for and protection of each individual’s human rights
- there is respect for the dignity and worth of each individual
- each individual has an equal opportunity to participate in society
- there is mutual respect between groups based on understanding and valuing of diversity and on shared respect for equality and human rights.

### Maple Cross JMI and Nursery School Context

Maple Cross is a school situated in a semi-rural location in Hertfordshire. The school has grown in recent years to be a one form entry school with over 200 pupils and aspires to hold 240 pupils, including Nursery, to be considered ‘full’. The school has increased its numbers of EAL children and the pupil population represents a range of faiths.

### Legal Background:

### **The General duty under the Equality Act 2010**

In accordance with our school values, we welcome the statutory Equality Duties. The purpose of this scheme is to set out how our practice and policies have due regard to the need to:

- **Eliminate discrimination**, harassment, victimization and any other conduct that is prohibited under this act.
- **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.

### **The specific Duties under the act enable schools to meet their obligations under the Public Sector Equality Duty [PSED]:**

#### **The Specific Duties require the school to:**

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty [PSED] set out in clause 149 of the equality Act 2010. **See Accessibility Plan Appendix 5**
- To set every four years one or more specific measurable equality objectives that further the aims of the equality duty: **See School Accessibility Plan- Appendix 3 and 4**

**The equality act 2010** protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- Age
- Disability
- Ethnicity and race
- Gender (sex)
- Gender identity and reassignment
- Pregnancy, maternity and breast-feeding
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

At Maple Cross JMI we implement accessibility plans which are aimed at:

- Increasing the extent to which pupils with hearing impairment can access learning;

We understand the three parts of the duty to be different, but that they should normally support each other. However, we are aware that achieving one may not lead to achieving all three.

In taking due regard we will exercise the principles of proportionality and relevance. By this we mean that the weight we give to equality will be proportionate to its relevance to a particular function. The greater the relevance of a function to equality, the greater regard we will pay to it.

### **The Specific Duties**

We welcome the responsibility to think and act more strategically about equality. To meet the specific duties, and guided by the Code of Practice prepared by the Equal Opportunities Commission, we have prepared, published and implemented, and will maintain, an Equality Action Plan which contains our current objectives. This is attached to and forms an essential part of this policy.

We are working to develop our understanding of the major equality issues in our school's functions and services. In order to do this we:

- Collect and analyse school data and other equality relevant information, including data about our local area
- Consult all staff, pupils, parents and relevant local communities
- Review all our school policies and practices to assess the ways in which they might impact on equality
- Ensure governors, staff, pupils, parents and others in our school are accountable and understand their responsibilities with regard to preventing discrimination and harassment and promoting equality
- Publish and implement the Action Plan with our proposed objectives and actions – see Appendices.

### **Responsibilities**

All governors, staff, volunteers, pupils and their families need to develop an appropriate understanding of, and act in accordance with, the school's Equality Policy and Action Plan. In addition:

**The school governors** are responsible for ensuring that the School prepares, publishes, implements, reports on and reviews an Equality Scheme and Action Plan (including budget requirements), and in particular the employment implications of meeting the Duty.

**The Headteacher works with the SLT** to ensure that –

- the Policy and Action Plan are implemented
- staff recruitment, training opportunities and conditions promote equality
- all staff, pupils and their parents are consulted regarding, and are aware of the school's responsibilities to meet, the Equality Duty
- existing and planned policies are assessed for the ways in which they impact on equality
- curriculum planning, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities take account of the need to promote equality
- incidents of bullying or harassment, based on race, sex, disability, religion or belief, age or sexual orientation are dealt with according to our Behaviour/Anti-Bullying policy
- visitors to the school, or those who use the premises, are aware of the Equality policy and action plan

**All staff** have a responsibility to deal with incidents of harassment or bullying; help eliminate unlawful discrimination; prepare and/or help deliver a curriculum, learning and teaching methods, classroom organisation and assessment procedures, behaviour management, school journeys and extended school activities (including work with parents) that take account of the need to eliminate unlawful discrimination and harassment and promote equality.

**Pupils and parents** have a proportionate responsibility to understand and act in accordance with the policy, as do **visitors** to the school.

We believe that, even having the legislation detailed above, there is still widespread discrimination and inequality in society. We believe that having this equality policy and action plan will:

- support us in our decision-making and policy development
- give us a clearer understanding of the needs of staff, pupils and their families
- enable us to provide better quality services which meet varied needs
- help us target our resources more effectively
- help promote increased confidence in our school
- make more effective use of our workforce

We recognise that many groups can suffer from stereotyping and that sometimes the same policies and practices can impact differently on men and women and boys and girls. We will make appropriate adjustments if this is found to be the case with any of our policies and practices.

We also recognise that girls and boys, and women and men, can experience different forms of discrimination depending on, among other things, their ethnicity, belief, sexual orientation, age or disability and we will take this complexity into consideration.

In these ways we will strive to improve the situation for, and the relationships between, men and women and boys and girls within our school and wider community.

### ***Breaches of the Equality Scheme***

We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's anti-bullying and harassment procedures, and the disciplinary procedures for staff.

Where safeguarding issues come to the attention of the school these will be dealt with according to our child protection procedures.

### **Implementation:**

In the context of school self-evaluation we will:

- Review and revise existing policy and practice to ensure that equality is actively promoted across the school.
- Develop policy and practice to eliminate racial discrimination and harassment, including an active approach to countering bias and prejudice.
- Monitor systematically provision and outcome.
- Evaluate the effectiveness of the implementation of our race equality policy and procedures.
- Take steps to ensure staff is trained and confident in challenging racism and in promoting race equality, including the recognition of pupils' cultural heritage and language profile.

### **The Curriculum:**

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We use language that does not offend, and we make staff and pupils aware of the importance of language.

- Our library, reading books and other resources contain positive images of people with disabilities.
- The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training.
- Many of the adjustments we make are dependent upon individual needs, and we are moving towards more individualised approaches. Individual Education Plans are effective and manageable.
- We seek and respond to guidance from the parents/carers and the children.

### **Staffing employment, recruitment and retention:**

We comply fully with legislation which protects our staff (including teachers, learning support assistants, supervisors and student teachers) from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable

adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- Tackling discrimination and anti-bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people and sexism.

#### **Monitoring and review – Impact Assessment:**

**Commitment to review and publish:** The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

We will:

- **Report on progress annually and set further objectives where necessary: (See appendices.)**
- **Review and revise the Scheme. Equality objectives (as part of the Action Plan) at least every four years.**
- **Set targets for race equality, addressing specific issues relevant to the school context in the School Development Plan (See Accessibility Plan Point 3 – Appendix 3)**

We have high expectations of all our pupils. We monitor a range of data to make sure that all pupils are making the best progress possible, and that no groups of pupils are underachieving.

We monitor:

- admissions;
- attainment;
- exclusions;
- rewards and sanctions;
- parental and pupil questionnaires.

**The governing body has a named governor with responsibility for all equality matters.** It is this governor's responsibility to;

- keep the governing body informed of any new regulations
- to ensure that the school regularly reviews its processes and procedures.
- also to liaise with the LA and other external agencies, to ensure that the school's procedures are in line with those of the LA.

The headteacher;

- implements the school's equality scheme on a day-to-day basis, and ensures that all staff are aware of the details of the policy as it applies to them.
- reports to governors annually on matters regarding disability discrimination.

#### **Consultation:**

This policy has been drawn up in consultation with governors, staff, pupils, parents and members of our local community. These consultations have contributed to developing the awareness among governors,

staff, pupils and parents of the ongoing need to eliminate unlawful discrimination and harassment and to promote equality. We will continue to seek feedback from stakeholders through meetings, questionnaires and maintaining an open door policy.

Copies of this policy are available in the School Office, on our website and in Staff Policy folders.

A summary is printed occasionally in our newsletter, and is available, on request, in the home languages of our major ethnic groups.

We will continue to develop awareness of what constitutes unlawful discrimination and harassment, and of the need to eliminate this and to promote equality:

#### **Parents and the wider community**

Active steps will be taken to involve ethnic minority parents, including as appropriate:-

1. the use of translations especially for key documents (e.g. Home School Agreements), statements of special educational needs and school reports
2. the use of interpreters at parents consultation evenings, annual reviews, preparation for transition and PSP meetings
3. active recruitment of such parents as classroom helpers, mentors and school governors.

The school seeks actively to work in partnership with local minority ethnic community organizations and where possible access the expertise, skills, knowledge and experiences of people from local minority ethnic communities. We will promote the community's access to school facilities.

#### **The school operates equality of opportunity in the following ways:**

##### **Monitoring Pupil Achievements:**

We will collect group and individual data on attainment, based on the national population census ethnic categories, as used in Hertfordshire. We will analyze and assess this data in order to measure the school's performance, our effectiveness and to examine trends in progress and development. The results of such analyses will be used to plan positive changes, to address the challenges they present and to maintain and develop our successes. Other areas of the whole curriculum which may have an adverse impact on pupils' attainment will also be monitored.

These will include:

- Behaviour management (including exclusions)
- Racist incidents, racial harassment and bullying
- Curriculum, teaching and learning (including responses to diverse language and cultural needs)

##### **Pupils' Attitudes, Values and Personal Development**

In the school we will:

- Enable our pupils and staff increasingly to develop a critical awareness of diversity and equality
- Enable our pupils and staff to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination
- Equip our pupils and staff to understand that reason, logic and sensitivity have to underpin ways and means of resolving arguments and conflicts
- Ensure a willingness by pupils and staff to learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's sense of identity and belonging and consider pupils' language abilities as a teaching and learning resource and a strength



- Ensure that pupils have the opportunity to receive the support and guidance they need on an individual basis and take account of the personal and cultural needs specific to that individual
- Ensure that pupils have the skills to communicate effectively (including the ability to listen and discuss) and to defend their own opinions.

### **Teaching and Learning:**

The school will ensure that:

- Teaching methods and styles take full account of the needs of pupils' background experiences
- Access to optional subjects and out of school hours learning activities is fair and equitable across all ethnic groups
- Teaching methods encourage positive attitudes to difference, cultural diversity and race equality
- The diversity of cultures and backgrounds represented in the school is seen as a positive resource for teaching and learning
- All pupils are fully aware that staff have very high expectations of them and are continually challenged to reach higher standards
- A positive ethos of mutual respect and trust is fostered amongst pupils and staff, in which all members of the school community feel valued and safe
- Classrooms and other common spaces in the school, where work is displayed present positive and challenging images that are non-stereotypical and reflect the multi-ethnic, multilingual and multicultural society and world
- Learning is a collaborative and co-operative enterprise.

### **Commissioned Services:**

When procuring goods and services from external suppliers, we ask the following questions to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the school community?
- If so, is there a need to include some equality requirement within the contract and what would this be?
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### **Commitment**

Managers will actively promote race equality as a school priority ensuring high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are respected and valued, and the principles of equal opportunity are actively seen to be at work in the school's ethos and procedures.

### **Attendance, Exclusion and Behaviour**

1. The school recognises that attendance and exclusion rates for particular minority ethnic groups can be unequal. Attendance, exclusion rates, numbers of pupils with Pastoral Support Plans (PSP) and teachers' rewards/systems will be monitored for disparities across different ethnic groups. Strategies are employed in the school to reduce disaffection, encourage attendance and avoid exclusion.
2. Where the pattern of a pupil's undesirable behaviour is being monitored, the circumstances lead-up to that behaviour will be analysed in order to address any possible racial harassment and institutional racism.
3. We will monitor the exclusion of ethnic groups from both the classroom and the school and will address any discrepancies.
4. Understanding pupils' behaviour will include taking account of cultural and linguistic differences in self and emotional expression or dealing with conflict.

5. The school accepts the right of a parent to have an advocate when dealing with matters pertaining to race discrimination.
6. Reintegration strategies are culturally inclusive and responsive to pupils' ethnic and cultural background.
7. The school recognises the right of pupils to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for religious/cultural observance.
8. Provision is made for pupils who are on leave for religious/cultural reasons.

## **Appendix 1**

### **DISABILITY EQUALITY STATEMENT**

#### **The Involvement of Disabled People**

We are committed to the involvement of disabled people in the development of this statement. The following steps have been taken to secure this involvement:

- Local organisations for disabled people have been approached for their comments;
- Disabled members of staff have been involved in the group devising this statement;
- Parents of disabled children attending the school have been asked to contribute;
- The school has had regard to the Local Authority protocol

#### **Impact Assessment**

We are aware that any statement must be backed up by action. In this initial stage we will:

- During the period that this statement remains in force we will review all policies and practices on a rolling programme in respect of their effect on promoting disability equality;
- We will collect and analyse relevant statistical information see appendices.
- We will examine information for parents and transfer induction for children with a view to making it more encouraging for children;
- We will make appropriate reports appendices.
- We will introduce an equality assessment on new developments

#### **Information**

We recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly we will collect the following information:

- Performance data for significant groups and minority groups including disabled and BME children;

#### **Use of Information**

- The information collected will be reported to the appropriate Governors' Committees;
- It will be taken into account in decisions regarding staffing, curriculum and premises development;
- It will form part of the monitoring and evaluation by subject leaders and be reported in their annual report that informs the School Development Plan.

## **Appendix 2:**

### **Our School's Equality Objective information:**

Our objective will be SMART (Specific, Measurable, Achievable, Relevant and time-limited:)

Our equality objective was chosen after considering which objective would have the greatest impact on improving the equality of opportunity that we offer our students and data analysis highlighting a specific need for this identified group:

Appendix 3:

**SCHOOL ACCESSIBILITY PLAN 2018 - 19 including Race Equality target. (to be updated every 4 years)**

**Equality objective – October 2018 (Year 1)**

**1. EQUALITY OBJECTIVE:** To ensure the same level of access and participation for all pupils in all lessons wherever possible. Targeting: Those children with hearing impairments;

**2. RACE EQUALITY:** Give all children the opportunity to learn about and respect other world cultures and beliefs.

**3. Sex Relationships Education:** To ensure all pupils new policy

Appendix 4:

	Targets	Strategies	Outcome	Timeframe	Review: Sept 2019	Review: August 2020	Review September 2021
Short Term	To ensure all children with hearing loss or impairment have fully working equipment and new classrooms are suitable for learning	Specialised teacher in to check all equipment and classrooms (first week of new academic year)	Children with either permanent or temporary hearing loss to benefit from greater participation in lessons.	To be complete by October 2018			
	To provide access to ICT for pupils with disabilities To consider present and future needs when purchasing ICT To monitor impact of ICT (particularly	Consult with relevant advisers and INCO re appropriate software and formats, keyboards, switching systems.	If needed the school can respond to individual child and adult needs	Sept 2018 – Sept 2019			

	Ipads) on inclusion – individual Ipads assigned						
<b>RACE EQUALITY TARGET</b>	Ensure all children are able to experience, understand and respect other major world religions and cultures through their time at Maple Cross	Implementation of newly updated curriculum for RE (2017 – 2022) and include visits to major places of worship or leaders from those places.	On leaving Maple Cross, a child will have visited and learned about one place of worship for each of the major world religions or had a visitor in school.	Begun in previous years but greater focus needed.			
	Ensure all children are able to experience, understand and respect other major world religions and cultures through their time at Maple Cross	Working with local faith groups widen the faith group leaders who lead assemblies. Local vicar – every Thursday. Local Rabbi now scheduled for some assemblies.	On leaving Maple Cross, a child will have had a class or whole school visit from members of the local faith community.	Begin Oct 2018, ongoing.			

	<p>To implement new SRE policy (sex relationship education) including greater focus on relationships and different type of relationships</p>	<p>New planning and curriculum support for teachers</p> <p>Book audit in library to ensure range of books</p> <p>EYFS – books already checked as part of Gold Quality Standards Mark</p>	<p>New planning implemented</p> <p>Range of resources (particularly books) show an increasing range of relationships</p>	<p>January 2019 new policy</p> <p>Support for all colleague and reviews Jan 18 – Jan 19</p>			
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**Appendix 5**

**Annual:** Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty [PSED] set out in clause 149 of the equality Act 2010. See Accessibility Plan Appendix 5

Caveattes: We do not identify number of children in each cohort to avoid the possibility of identifying children from data.

Year	Reading		Writing		Maths	
	% of cohort ARE* & above	% of disabled ARE & above	% of cohort ARE & above	% of disabled ARE & above	% of cohort ARE & above	% of disabled ARE & above
1	79.2	n/a	79.2	n/a	79.2	n/a
2	52.4	n/a	47.6	n/a	57.1	n/a
3	65.4	100.0	57.7	100.0	61.5	100.0
4	50.0	n/a	15.0	n/a	70.0	n/a
5	40.7	0.0	37.0	0.0	55.6	50.0
ALL (1-5)	57.6	33.3	48.3	33.3	64.4	66.7
<i>Note: Figures for years 1 to 5 as for Hfl's** "broadly, securely or above ARE"</i>						
6	71.0	50.0	67.7	50.0	64.5	50.0
<i>Note: Figures for year 6 from SAT test scores</i>						

Year	Reading		Writing		Maths	
	% of cohort ARE & above	% of BME ARE & above	% of cohort ARE & above	% of BME ARE & above	% of cohort ARE & above	% of BME ARE & above
1	79.2	100.0	79.2	100.0	79.2	100.0
2	52.4	66.7	47.6	66.7	57.1	83.3
3	65.4	75.0	57.7	75.0	61.5	75.0
4	50.0	33.3	15.0	0.0	70.0	66.7
5	40.7	100.0	37.0	75.0	55.6	100.0
ALL (1-5)	57.6	73.9	48.3	65.2	64.4	82.6

Note: Figures for years 1 to 5 as for HfL's "broadly, securely or above ARE"

6	71.0	66.7	67.7	55.6	64.5	44.4
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Note: Figures for year 6 from SAT test scores

\* ARE - Age Related Expectations

\*\* HfL - Herts for Learning

Qualitative reflection:

**Disability:** Children with disability defined in The Equalities Act 2010 May 2014 DfE release as:

*'a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'*

At Maple Cross this includes children with hearing impairment and developmental disabilities identified by medical professional and/or educational psychologists. A child with a mental disability is unlikely to succeed academically. At Maple Cross we work hard to be as inclusive as a mainstream school can be and support all children based upon their need. As the table above suggests, outcomes vary enormously based upon specific contexts. As a school, we have carefully targeted Pupil Progress meetings where all children are discussed. Those children with significant disability are also discussed at Special Educational Needs Meetings between the Inclusion Manager and staff and parents. Feedback from external providers is that Maple Cross JMI and Nursery School offers appropriate support to all of our children with disability. Come and see for yourself.

**BME:** As well as the practices above, Maple Cross has taken in a much more diverse range of children from different ethnic backgrounds. This also means that children identified as BME (Non White British) have a high percentage of EAL needs. Again, the school provides for these children using effective teaching strategies. However, having a limited grasp of a language does impact on learning lessons taught in that language: Maple Cross carefully analyses EAL children to ensure that appropriate progress is made in relation to their learning context.



## Appendix 6:

### Specific Areas – further details

#### 1. Gender

We understand 'sex' to refer to the **biological** differences between males and females and 'gender' to refer to the wider **social** roles and responsibilities which structure our lives. By promoting gender equality our intention is to recognize and help overcome those lasting and embedded patterns of advantage and disadvantage which are based on socially ascribed gender stereotypes and assumptions.

We understand that in some circumstances it may be appropriate to treat girls and boys, and women and men differently, if that action is aimed at overcoming previous, current or possible future disadvantage.

It is unlawful to discriminate against someone on the grounds of being:

- Male or female
- Married or in a civil partnership
- Gender reassigned

The SDA makes it unlawful on grounds of gender to:

- Decide not to employ someone
- Dismiss them or make them redundant
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms or conditions
- Withhold fair and accurate references

#### 2. Age

The regulations make it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees because of their age, or the age that they appear to be. The regulations allow for a normal default retirement age of 65.

These regulations cover employees, contract workers, agency temps, casual workers, work-experience volunteers, peripatetic teachers and governors.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the school premises.

#### [Exemption

Treating people differently because of their age is only permitted following objective justification or in exceptional circumstances.

i.e. economic, health, safety welfare or training requirements of the job contribute to a legitimate aim – this can outweigh the discrimination...

**NB Not OK to employ NQTs because they are cheaper or balance the school age profile BUT welcoming applicants from NQTs for a job is OK as long as the best person for the job is appointed – against clear criteria on the job specification.]**

### **3. Disability**

Maple Cross School's mission statement talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The DDA defines a person as having a disability if he or she has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. That effect must be:

- Substantial ( more than minor or trivial)
- Adverse
- Long-term (it has lasted, or is likely to last, for at least a year or for the rest of the life of the person affected.)

The DDA also covers people who have cancer, MS, HIV/AIDS, who have had heart surgery, are on kidney dialysis, people with diabetes, stammer, dyslexia, mental health service users, and people with severe disfigurements and learning disabilities or difficulties.

Protection is not only extended to disabled people themselves, but also to those who are perceived to be disabled. The school is responsible for the behaviour of its staff towards any individual visiting or working on the school premises.

### **4. Race**

At Maple Cross School we respect and value the linguistic, cultural and religious diversity which exists in the wider community. We are committed to challenging attitudes that promote racial discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to race equality will be demonstrated through:

- Fostering respect for all groups and individuals, except where to do so could promote racist behaviour or attitudes
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for isolated individuals of different ethnic groups within the school
- Ensuring high expectations of all
- Ensuring representation of a wide range of heritages within our curriculum and school community
- Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

## **5. Belief and faith**

The Act makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees on the grounds of the person's actual or perceived religion, religious belief or similar philosophical belief.

The definition of religion and belief is wide enough to cover fringe and cult religions and a range of philosophical beliefs. A religion involves collective worship, a profound belief affecting one's way of life or view of the world, and a clear system encompassing those beliefs.

NB Jewish people and Sikhs also have protection from discrimination under the Race Relations Act.

These regulations cover employees, contract workers, agency temps, casual workers, work-experience volunteers, peripatetic teachers and governors.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the school premises.

The regulations make it unlawful on grounds of religion or belief to:

- Decide not to employ someone
- Dismiss them or make them redundant
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms or conditions
- Withhold fair and accurate references (written or verbal)

## **6. Sexual Orientation**

The Act makes it unlawful to discriminate, treat unfairly or harass workers, employees, job applicants and trainees on the grounds they are, or are perceived to be, gay, lesbian, bisexual or heterosexual.

These regulations cover employees, contract workers, agency temps, casual workers, work-experience volunteers, peripatetic teachers and governors.

The regulations do not protect people on account of involvement in sexual practices, preferences or fetishes. Equally, an orientation towards children would not entitle a paedophile to protection under the regulations.

The school is also responsible for the behaviour of its staff towards an individual visiting or working on the school premises.

The regulations make it unlawful on grounds of religion or belief to:

- Decide not to employ someone

- Dismiss them or make them redundant
- Refuse to provide them with training
- Deny them promotion
- Give them adverse terms or conditions
- Withhold fair and accurate references (written or verbal)