

6.23 Equality, Diversity and Anti-Racism Policy

Independent Day School for Girls

September 2026

This policy should be read in conjunction with the school's:

- 6.02 Accessibility Policy
- 6.48 Special Educational Needs and Learning Difficulties Policy
- 6.21 Disability Policy
- 6.19 Data Protection Policy
- 6.03 Admission Policy
- 6.08 Behaviour and Discipline Policy
- 6.06 Anti-Bullying Policy
- 6.10 Child protection and safeguarding policy
- 6.42 RSE Policy

This policy applies to the Maynard School (“the school”) which comprises the Junior School including the EYFS setting and the Main School (“the Main School”).

This Policy is available on the school’s website or on application to the Head.

The Policy can be made available in large print or other accessible format if required.

Overall aims

In accordance with our school values; Kindness, Integrity, Courage and Community we at The Maynard School understand and take seriously our responsibility as educators to ensure that we promote the message of equality, embracing diversity and being actively anti-racist in our curriculum, our ethos and our teaching; we understand the need to address in meaningful and sensitive ways all of the issues that young people face in these areas and to ensure the whole school community understands the law with regard to the Equality Act 2010 and the 9 protected characteristics.

We also understand as an independent school our position of privilege. We are a community that has always sought to promote and support a deeper understanding of equality, diversity and anti-racism but we also understand that we can and should do more. This includes a commitment to increase the racial diversity of our curriculum. We must also equip our students with the knowledge and skills to meaningfully reflect on the most difficult concepts such as accepting diversity and countering entrenched racism. As educators, we want to work hard to better understand the issues at hand and make changes that will be genuinely impactful.

In summary we will endeavour to:

- challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, however thoughtless or unintentional.
- make sure that all students and staff are encouraged and supported to achieve their full potential.
- provide an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different racial groups and different geographical regions.
- prevent direct and indirect, overt and covert discrimination on grounds of race or geographical origin or protected characteristics as defined by the Equality Act 2010 [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)
- assist in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible.

Equal Treatment:

The school recognises the benefits of having a diverse school community with individuals who value one another, and the different contributions everyone can make. The school is committed to being an equal opportunities education provider and will promote equal treatment for all members of the school community. In the provision of equal opportunities, the school recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- gender.
- pregnancy and maternity.
- gender reassignment.
- race.
- disability.
- religion or belief (including lack of religion or belief).
- sexual orientation.
- (in the case of adult members of the School Community) marital or civil partnership status; and
- age.

These are called the **Protected Characteristics**.

The school will tackle inappropriate attitudes, language and practices through staff leading by example, through the personal, social and health education (PSHE) programme, through assemblies, through the supportive school culture and core values and through the school's policies.

Inappropriate attitudes and practices will be challenged. Children will be encouraged to value and respect appropriately all those they encounter at or through the school. Language is powerful and it can help to shift attitudes and behaviours. Inclusive language is promoted to embed equality, diversity and inclusion and we teach pupils to practice empathy and consider the impact of the words and phrases we use on the experience of others. Everyone has different individual personal preferences about language and identity. Language is always evolving and changing. This means there are no definitive rules but understanding some key principles helps pupils adopt an inclusive approach on a day to day basis.

Inclusive language does not:

- Reinforce stereotype or derogatory terms.
- Patronise or trivialises groups of people.
- Exclude certain groups of people. For example, assuming the white population is the norm.
- Cause discomfort or offence. For example, avoid words such as 'elderly', 'aged', and 'senior' and use more neutral language such as 'older people'.
- Group together all people within a certain category. For example, the disabled, the Muslims, the single mothers, BAME Communities.

Discrimination: Discrimination may be direct or indirect, or arising from disability. It may occur intentionally or unintentionally.

Direct Discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out above. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).

Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race.

Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability, and this treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

Discrimination arising from Special Needs: The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (**SEN**) or learning difficulty, or because English is an additional language.

Inclusivity regarding disabilities and Special Needs

The School is inclusive and welcomes pupils with disabilities and special educational needs. The School maintains and promotes a positive culture towards inclusion of disabled people within the Equality Act 2010 and those with special educational needs according to the SEND Code of practice and will not treat pupils and their parents or legal guardians less favourably on these grounds without proper justification. However, at present, the School's facilities, physical and otherwise, for the disabled and those with special educational needs are limited, but all that is reasonable will be done to ensure that the School's curriculum, values, ethos, culture, policies, procedures and premises are made accessible to everyone.

Disability: Subject to the above constraints, the School welcomes applications for places from people who have a disability within the meaning of the Equality Act 2010. Every application will be processed and considered fairly. The School will make reasonable adjustments to its systems and procedures in order to accommodate disabilities of which it has been made aware as set out in the School's Disability and Access Policies.

SEND: The school is guided by the principles of the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. The SENCO is available for consultation as appropriate. Children with special needs may have an Individual Education Plan (IEP) which will be reviewed and monitored carefully. Please see the Special Educational Needs and Disabilities Policy for further details of the procedures offered by the School to assist these children.

Reasonable Adjustments: The School has an on-going duty to make reasonable adjustments for disabled /SEND pupils in respect of the education and associated services provided, to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. In making "reasonable adjustments", the School endeavours to provide relevant auxiliary aids and services for disabled pupils and will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids or services. However, parents and guardians must take on board the school's site and financial limitations and work with them to agree any reasonable

adjustments and consider cost and staffing implications.

Access: The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is kept under review and revised as necessary.

Application of this policy:

This policy applies to all pupils of the School and their parents or legal guardians.

The School Community

The School is an independent day school for girls aged 4-19 years and is a company limited by guarantee with charitable status. We welcome students from all faith backgrounds and none; we encourage all students to reflect on spiritual, moral and social questions and our approach is influenced by our Christian, non-denominational ethos and tradition. The school community is made up of children, parents, legal guardians, teachers and other employees and governors from many different races, creeds and backgrounds.

The Curriculum

Following on from our aims, we are committed to reflecting on the appropriateness of our curriculum in raising and educating young people in these issues and promoting voices and ideas from a wide variety of cultures and races. We feel that we have always tried to address these issues, but we also see the need to reflect and to do better to ensure that future generations are better educated and do not act inappropriately out of ignorance.

We actively carry out a school wide review of the relevant curriculum areas on a regular basis with regards to how we more actively address issues of race and prejudice and how we can better support the 'Black Lives Matter' message. We are also reviewing our anti-bullying policies to ensure they explicitly protect black students and those of other ethnic minorities from bullying, harassment and attack. We are determined in our goal to provide the best possible education to young people, and we can see that this consideration needs to always be a part of that.

Teaching and Learning

The School is mainstream and English-speaking. The School will provide appropriate support for children with special educational needs or for whom English is not their first language. The School's Special Educational Needs policy includes details about the welfare and educational provision for pupils with special educational needs.

Admissions

Candidates for admission as pupils are required to satisfy the academic and character requirements current at the time of admission and entry to the School. The school does not discriminate based on gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs. The School's Admissions Policies reflect the School's approach towards equal treatment and is consistent with this Policy. This policy and the School's Admissions Policy have been reviewed in light of the 2025 Supreme Court ruling that

the definition of 'sex', 'men' and 'women' in the 2010 Equality Act refer to biological sex not gender.

Religion

The School's religious ethos is pluralistic, encouraging all students to contemplate spiritual and moral questions about the nature of reality, reflecting the range of worldviews present within our community. While our assemblies and services will at times reflect our Christian heritage, but the School respects the right and freedom of individuals to worship in accordance with other faiths subject always to their respecting the rights and freedoms of the school community as a whole.

Confidentiality

The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

Education and Associated Services

Equal access: The School will provide all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare,

Positive action: The School may provide pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

Exclusions: The School will not discriminate against any pupil by excluding them from the School, or by subjecting them to any other detriment, on the grounds of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs.

Teaching and School materials: Efforts are made to recognise the possibility of bias (for example, gender or racial), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

Pupil interaction: All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, religion, belief, pregnancy or maternity or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions and stereotypes.

Bullying: The School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture,
- bullying related to SEN, learning difficulties or disabilities,
- bullying related to appearance or health conditions,
- bullying relating to sexual orientation,
- bullying of young carers or looked after children, or otherwise related to home circumstances,
- sexist or sexual bullying.

The School's Anti-Bullying Policy contains more details about the School's anti-bullying practices.

School uniform

School will consider reasonable requests to alter the School Uniform, for example, for genuine religious requirements and if required to provide reasonable adjustments for disabled children.

Symbols of faith: Certain items of jewelry and headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare in certain lessons and the School's existing School Uniform Policy (in regard to, for example, the school colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or her parents to the Head whose decision will be final, subject to the Complaints procedure.

Disabled pupils: Reasonable adjustments may be required to the School Uniform for disabled pupils who require them. The pupil or his or her parents should refer the matter to the Head to ensure all reasonable adjustments are made to accommodate the pupil.

Religious belief: The School's religious ethos is pluralistic, encouraging all students to contemplate spiritual and moral questions about the nature of reality, reflecting the range of worldviews present within our community. Assemblies and services reflect our Christian heritage, but the School respects the right and freedom of individuals to worship in accordance with other faiths subject always to their respecting the rights and freedoms of the school community as a whole and considerations of safety and welfare.

Provision for pupils with particular religious, dietary, language or cultural needs:

The school is keen to respect individual needs and the School will actively:

- promote racial equality and good race relations,
- promote equality of opportunity and access,
- oppose all forms of prejudice and negative discrimination.

Catering: The School can provide for most special dietary requirements whether related to allergen, intolerance or for religious or cultural reasons. Individual care plans are created for pupils with food allergies. The Catering Manager is responsible for providing allergen advice within the catering team, and pupils with a specific allergy are encouraged to ask the catering team to make sure that they know exactly what each dish contains.

Religious and cultural needs: A room is available on request to allow pupils and staff of any belief to carry out their religious observances during break and lunch time. The school will grant requests of absence wherever possible on grounds of belief. The majority of school assemblies are non-denominational and cater for pupils of any or no religion. Parents may write to the Head if they wish to withdraw their child from religious assemblies/events. The School, through the pastoral structure, will make every effort to support individual pupils with particular cultural needs (religious, ethnic, creative, etc.) provided that the same are consistent with the law and the inclusive ethos and tradition of the School.

Language: The School attempts to use succinct and straightforward language whenever possible. The school will also make reasonable adjustments to ensure that parents and pupils for whom English is an Additional Language (EAL) will be able to access school material. Pupils for whom English is not a first language receive support, as appropriate, from the Learning Support Department.

Awareness of this policy among employees will be raised and maintained by means of discussion at staff meetings and will form part of the School's education programme for pupils (in form PHSE lessons and assemblies). Children will be valued for their diversity and differences and, in turn, encouraged to value and respect others.

Working Together: The School is committed to working with parents and other agencies for the good of each child.

Complaints

A pupil, parent, or guardian who believes that they (or the pupil) have received less favourable treatment on any of the grounds referred to in this policy may make a formal complaint in writing. The complaint should be made to a member of staff (usually the class teacher, or to any other adult who is in a position to report the complaint). The complaint will be handled in accordance with the School's Complaints Procedure, a copy of which will be available on request.

All reported breaches of this policy will be recorded, and this record will be reviewed annually by the Assistant Head and Head through the complaints and the bullying log.

Responsibilities, Monitoring and Review

Responsibilities: The **Board of Governors** has overall responsibility for the effective operation of the School's Equal Treatment Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Governors has delegated to the Head day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

Monitoring: To ensure that this policy is operating effectively and encourages diversity in the School, the School seeks to monitor applicants' gender, race, disability and religion or belief as part of the Admissions procedure. The School also maintains records of this data in an anonymised

format solely for the purposes stated in this policy.

Review: The SLT is responsible for the on-going monitoring and for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination and discrimination arising from disability where necessary. The SLT is also responsible for evaluating whether the aims of this Policy are carried out throughout all areas of the School, and for taking appropriate action where necessary. This policy is reviewed annually by the SLT.

Enforcement

All complaints will be taken seriously and promptly investigated. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this Policy.

Approved by: Governors	August 2019
Reviewed annually by: CL/LG	Sept 2026
Date for Review:	Sept 2027

Authorised by Governor	Henry Luce
Signed	
Dated	