

# Maplewell Hall School



## Equality Information and Objectives (Public Sector Equality Duty) Policy

<b>Policy Created</b>	<b>June 2020</b>
<b>Governing Body Committee</b>	<b>Full Governing Body</b>
<b>Date Reviewed by Governing Body</b>	<b>Autumn 2025</b>
<b>Date of Next Review</b>	<b>Autumn term 2026</b>

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### **Our School Commitment on Equality and Community Cohesion**

We are committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

The Governing Body at Maplewell Hall School welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations [The Key Leaders](#), and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it. [The Key Leaders](#)

## **This document meets the requirements under the following legislation:**

The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination [The Key Leaders](#)

The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives [The Key Leaders](#)

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, and Keeping Children Safe in Education (2025).

## **Part 1: Information about the pupil population**

**Number of pupils on roll at the school:** 294 (November 2025. This amount will increase typically throughout an academic year and may change with pupils transferring to other provision)

This is broken down as follows:

*[Insert your current breakdown chart/table here]*

### **Information on pupils by protected characteristics**

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment and discrimination. [The Key Leaders](#)

#### **Disability**

The Equality Act defines disability as when a person has 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.' [The Key Leaders](#)

**Number of pupils with disabilities:** 294

All pupils have a statement of SEND or an EHCP.

All pupils have moderate learning difficulties, typically along with one or more of the following SEN:

- ASD
- ADHD
- Hearing Impairment

- Visual Impairment
- Physical impairment
- Medical needs
- Speech and language needs
- Social, mental, emotional health needs
- ODD
- Attachment disorder
- Dyspraxia
- Dyslexia
- Sensory needs

### **Race**

This includes colour, nationality and ethnic and national origins.

The largest single ethnic minority group is white British pupils.

### **Sex/Gender**

The number of boys in the school is typically 2.5:1. But this varies in every year group, per cohort.

### **Age**

Age is only a protected characteristic in schools in relation to employment and the provision of goods and services. It doesn't apply to pupils, even if they're over 18. [The Key Leaders](#)

### **Marriage and Civil Partnership**

Protection based on marriage and civil partnership applies to employment but not to pupils. [The Key Leaders](#)

### **Information on other groups of pupils**

- 32% are classed as disadvantaged children
- Looked after children: 6

These totals are constantly changing and variable for every academic year.

## **Part 2: Our main equality challenges**

This is a summary of the issues that we are most concerned about.

## **Sex/Gender**

Throughout the school, there are more boys than girls. Our most able pupils in school are boys, as are our ASD pupils. The majority of the staff in school is female.

### **Strategies and interventions in place to tackle concerns about inequalities resulting from sex/gender include:**

- When considering class groupings, we intentionally put together girls and boys within peer groups to ensure both same and different sex/gender friendships are supported. Where this is not appropriate, classes work together to enable same and different sex/gender peer groups to be established and parents are informed.
- We monitor the attainment of all our pupils by gender.
- We set targets to improve the attainment and rates of progress.
- We are identifying and addressing barriers to the participation of boys and girls in activities.
- We ensure that gender stereotypes in subjects and real life contexts are avoided.
- When looking at staffing, we consider class groupings so that children who may need positive male or female staff role models are grouped in classes where male/female staff are available.

## **Race**

This is typically a very small percentage of pupils at Maplewell.

### **Strategies and interventions in place to tackle concerns about inequalities resulting from race include:**

- Increase number of staff from ethnic minority groups.
- Provide pupils with the relevant communication support if English is their second language.

## **Disability**

All of the pupils in our school have varying degrees of disability. There is a small proportion of pupils with complex medical conditions that need routine support in place.

### **Strategies and interventions in place to tackle concerns about inequalities resulting from disability include:**

- Ensuring staffing and resources enables all groups of pupils to make progress in line with expectations.
- Streaming pupil groups according to ability and disability for different lessons.
- All children regardless of disability access all parts of the curriculum including community education.
- Relevant training appropriate to increasing medical needs.

- All attainment is monitored by disability, with targets set to improve rates of progress.
- Ensuring equality for staff with disability, including risk assessment to recognise reasonable adjustments that are required. [The Key Leaders](#)
- Continue developing the site to enable pupils to access areas more readily (Accessibility Plan).

### **Religion or Belief**

We have pupils from a wide range of beliefs and backgrounds at Maplewell. Different events are celebrated throughout the school year to enable all pupils to understand their school community.

#### **Strategies and interventions in place to tackle concerns about inequalities resulting from religion or belief include:**

- School follows LCC leave of absence policy for children and staff.
- When the Governing body sets holiday dates, consideration is taken of impact of staff absence on staff and pupils.

### **Sexual orientation and Gender Reassignment**

#### **Strategies and interventions in place to tackle concerns about inequalities resulting from sexual orientation and gender reassignment include:**

- Sexual orientation or gender reassignment is not a factor that causes inequalities.
- Pupils build on their awareness of this area within their P4A curriculum.
- When supporting a gender questioning child, schools take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. [Keeping Children Safe in Education](#)
- Staff endeavour to reduce additional barriers and create a culture where pupils can speak out or share their concerns with members of staff.

**Note:** The UK Supreme Court has ruled that the legal definition of a woman is based on biological sex. This ruling means that any person with the protected characteristic of gender reassignment to female (i.e. a transgender woman) is not considered 'a woman' under equality legislation. The Equality Act 2010 itself has not changed, so we're still expected to eliminate discrimination, harassment and victimisation of transgender (trans) people; advance equality of opportunity; and foster good relations between trans people and those who aren't trans. [The Key Leaders](#)

## **Pregnancy or maternity**

### **Strategies and interventions in place to tackle concerns about inequalities resulting from pregnancy or maternity include:**

- Risk assessment for member of staff which may include change of role in school for time of pregnancy if appropriate.
- Time off for maternity linked appointments in line with leave of absence policy.

## **Part 3: How we have due regard for equality**

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to eliminate discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010. [The Key Leaders](#) The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies or minutes of meetings.

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. [The Key Leaders](#) This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

## **How we are meeting the aims of the general sector equality duty**

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We take steps (reasonable adjustments) to ensure that different groups of pupils and staff are not put at a disadvantage compared to other groups. [The Key Leaders](#)
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy and medication policy that records all incidents as outlined in our policies. We rigorously monitor and apply the relevant sanctions and keep parents informed.
- We have information on anti-bullying within our child protection and behaviour policy that sets out how we will eradicate bullying in school.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

- Our special educational needs information report outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that sets out the steps we will take to make the school accessible to all pupils as far as is reasonably possible.
- Our admission arrangements are in line with LCC LA policy for admitting pupils with special educational needs.
- Our complaints procedure sets out how we deal with any complaints relating to the school and is published on the school's S drive for staff, is outlined in the staff handbook and is on the school website for parents.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- All staff are encouraged to follow the school's whistle blowing policy at all times.
- We have a staff code of conduct that is published on the Teacher share drive for staff and is outlined in the staff handbook.
- We involve learners, staff, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them.
- The school promotes the spiritual, moral, social and cultural development of all pupils through an enriched curriculum and a celebration of religious and cultural festivals in assemblies and through a well-planned PSHE programme.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise special events for all our community to take part in.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain. We promote British Values.
- All staff receive training on promoting equality for all, including online safety.
- All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. [Keeping Children Safe in Education](#)

### **Recording 'due regard'**

Schools must have 'due regard' to equality considerations whenever significant decisions are being made. Schools should keep a written record showing they "have actively considered their equality duties and asked themselves relevant questions". [The Key Leaders](#)

For example, when a school trip is being planned, we consider whether the trip:

- Cuts across any religious holidays

- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

We maintain records of these considerations in our decision-making documentation.

#### **Part 4: Consultation and engagement**

##### **How we foster good relations and promote community cohesion:**

- The school promotes the spiritual, moral, social and cultural development of all pupils.
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity.
- We celebrate the lives of disabled people and of different groups and promote equality.
- We ensure that the curriculum presents positive images of different groups of people.
- We tackle prejudice and any incidents of bullying ensure that all pupils are aware that everyone in school is different, and that all have qualities to offer.
- The support of charitable projects meeting the needs of the diverse communities.
- We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

##### **Our main activities for consulting and engaging are:**

- Morning briefing sessions with staff
- Weekly meetings with staff
- Parent/carer meetings, parents evenings and annual reviews
- Surveys, questionnaires and verbal consultations
- Continuous development of the school website
- Initial visits for new families joining the school
- A selection of policies are available on the school's website
- The Head teacher will be available to discuss the policy with individual parents, staff, and governors
- Meetings with various professionals to ensure pupils needs are continuously met

#### **Part 5: Consideration of equality issues when making decisions**

- Ensure that all the curriculum areas make the best possible use of all that is on offer from a cultural and ethnic prospective in our local area.
- Our curriculum provides opportunities for all pupils to enjoy the experiences of working and living in a multi-cultural community.

- To continue to promote collaboration between the different groups and celebrate difference.
- We ensure we respond and monitor any sexist bullying or sexual harassment in line with the school policies.
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Both male and female parents and carers are involved in the work of the school and contribute to their children's learning and progress (e.g. clubs, fetes, Friends of Phoenix etc.)

## **Part 6: Our equality objectives**

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages. [The Key Leaders](#)

We will regularly review the progress we are making to meet our equality objectives.

### **Equality objective 1: Disability: no difference between progress of ASD, PMLD and SLD.**

#### **Action:**

- Half termly data information identifies progress concerns of specific groups of pupils according to SEN, i.e. SLD, ASD and PMLD.
- Pupil progress meetings agree interventions and funding to narrow the gap of SEN groups.
- Leaders make sure pupils receive effective support, consult with external specialists and implement their advice as necessary, and ensure that appropriate reasonable adjustments are made in accordance with the [Ofsted State-Funded School Inspection Toolkit](#)