



**MALTMAN'S GREEN**  
SCHOOL

# Equal Opportunities and Anti-Prejudicial Discrimination Policy

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**This policy also applies to the EYFS**

## **Related documents**

DEI Statement of Intent  
Access Policy  
Special Educational Needs and Disability Policy  
Relationships and Sex Education Policy  
Health and Safety Policy  
Complaints Procedure for Parents

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## 1 Introduction

We do not discriminate against pupils on the grounds of their protected characteristics (gender, disability, race, religion or belief, nationality, ethnicity or national origins, sexual orientation, gender reassignment, pregnancy or maternity), in line with requirements in the Equality Act 2010 and covers both direct and indirect discrimination.

We promote the principles of fairness and justice for all through the education that we provide in our School.

We ensure that all Pupils have equal access to the full range of educational opportunities provided by the School.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and foster good relationships between people of different groups.

We are aware that low self-image and ignorance contribute to prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Maltman's Green School views Diversity, Equity and Inclusion as an "all school" strategic priority, where all stakeholders are involved in its development, promotion and implementation, allowing a better understanding of the lived experiences of our pupils, staff, parents and community. This Policy therefore sits alongside our DEI Statement of Intent.

## 2 Aims and objectives

At Maltman's Green we aim to tackle discrimination and promote equality of opportunity and good relations across all aspects of School life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self-esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- Having consistent expectations of pupils and their learning;
- Removing or minimizing barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching considers the learning needs of all pupils through our schemes of work and lesson planning;
- Actively tackling discrimination and promoting racial equality;
- Making clear to our pupils what constitutes aggressive and prejudicial and discriminatory behaviour;
- Making it clear and ensuring that all discriminatory words, behaviour and images are treated as unacceptable;
- Taking reasonable steps to avoid putting disabled people at a substantial disadvantage (the 'reasonable adjustments' duty);
- Identifying clear procedures for dealing quickly with incidents of prejudicial behaviour;

- Making pupils and staff confident to challenge prejudicial, discriminatory and aggressive behaviour.

## 3 Forms of Discrimination

### Types:

Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

#### 3.1 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). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that Pupil.

#### 3.2 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.

#### 3.3 Discrimination arising from disability

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

## 4 Admission

### 4.1 Applicants:

In paragraph 1 of Schedule 11 to the Equality Act, a single-sex school is defined as a school that admits, or, for the purposes of the Equality Act, can be taken to admit children of one sex. Therefore, as an all girls' School, Maltman's Green accepts applications from, and admits pupils assigned biologically female at birth regardless of whether they are questioning their gender. Moreover, in line with the DfE's draft consultation document 'Gender Questioning Children, Non-statutory guidance for Schools and Colleges in England (December 2023), Maltman's Green will not admit pupils assigned as biologically male at birth, regardless of whether the child is questioning their gender. More detailed guidance can be found [here](#) (press Ctrl and click)

The School also accepts applications from and admits pupils irrespective of their race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs. It will not discriminate on these grounds in the terms on which a place is offered, subject to the section entitled 'Procedure for dealing with prejudicial discrimination', below. The School will treat every application in a fair, open-minded way.

## **4.2 Selection:**

Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude, but this will not be done as a way of excluding pupils with a disability or special educational needs, subject to the section entitled 'Procedure for dealing with prejudicial discrimination', below.

## **4.3 Admissions and Attendance Policy:**

The School's Admissions and Attendance Policy reflects the School's approach towards equal opportunities and is consistent with this policy.

# **5 Education and associated services**

## Equal access:

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

### **5.1 Positive action**

The School may afford 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.

### **5.2 Exclusions**

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

### **5.3 Teaching and School materials**

Efforts are made to recognise and be aware of the possibility of bias (for example, gender reassignment 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 and to promote equality, equity, diversity and inclusion.

### **5.4 Pupil interaction**

All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their gender reassignment, race, disability, sexual orientation, religion, belief 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. The School's PSHE curriculum always encourages respect for other people.

### **5.5 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 EAL
- 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.

## 6 School Uniform

*The School Uniform section of the Parents' Handbook is consistent with this policy.*

The same School Uniform guidelines applies equally to all pupils, irrespective of gender reassignment, race, disability, sexual orientation, religion or belief or special educational needs, subject to considerations of safety and welfare. However, the School will consider reasonable requests to alter the School Uniform, for example, for genuine religious requirements and reasonable adjustments for pupils with a particular need.

### 6.1 Symbols of Faith:

Religious jewellery is permitted if a Pupil must wear it. If the piece of jewellery can be hidden, then it must. It must also be removed for sport or covered for safety reasons. Special permission must be given by the Headmistress if a Parent/Guardian would like their daughter to wear religious jewellery.

### 6.2 Disabled Pupils:

Reasonable adjustments may be required to the School Uniform for pupils with a disability who require them. The Pupil or his or her Parents should refer the matter to the Headmistress to ensure all reasonable adjustments are made to accommodate the pupil.

## 7 Religious belief

### 7.1 Religion:

The School's religious ethos, services and School timetable are set in accordance with the Christian tradition, but the School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the School Community as a whole and considerations of safety and welfare.

## 8 Gender questioning children

The School recognises that in recent years, communities have seen a significant increase in the number of children questioning the way they feel about being a boy or a girl, including their physical attributes of sex and the related ways in which they fit into society. Should a biologically female pupil at Maltman's Green question their gender and express a wish to 'socially transition', the School will always comply with our legal obligations, including those under the Equality Act 2010, the Human Rights Act 1998, the UK General Data Protection Regulation (GDPR) and education legislation. *When supporting a gender questioning child, Maltman's Green will 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. The School recognises that risks can be compounded where children lack trusted adults with whom they can be open. We recognise the importance of endeavouring to reduce the additional barriers faced and create a culture where gender questioning pupils can speak out or share their concerns with members of staff.*

If the school receives a request to take actions indicative of a child wishing to socially transition such as changing names, uniforms, or using different facilities to help them appear more like the opposite sex, the School will use the 5 overarching set of principles below to help frame our response to such requests, as per the DfE consultation document 'Gender Questioning Children, Non-statutory guidance for Schools and Colleges in England (December 2023), which states that:

1. Schools have statutory duties to safeguard and promote the welfare of all children.
2. Schools should be respectful and tolerant places where bullying is never tolerated.
3. Parents should not be excluded from decisions taken by a school relating to requests for their child to 'socially transition'.
4. Schools have specific legal duties that are framed by a child's biological sex<sup>5</sup>. There is no general duty to allow a child to 'social transition'.

Further details of this guidance can be found [here](#) (press Ctrl and click)

## 9 Disability and special educational needs

### 9.1 Our approach

We are an inclusive School which welcomes members of the School Community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the School and we will not treat a member of the School Community less favourably on these grounds without justification. At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However, we will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our Access Policy and Special Educational Needs and Disability Policy are consistent with this policy.

### 9.2 Definitions

Children have **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "*substantial and long-term adverse effect*" on a person's ability to carry out normal day-to-day activity (Equality Act 2010). For further clarification please see our Special Educational Needs and Disability Policy.

### 9.3 Reasonable adjustments

The School has an on-going duty to make 'reasonable adjustments' for disabled pupils and pupils with special educational needs 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. This is a broad expression that covers all aspects of School life, for example:

- the curriculum
- classroom organisation and timetabling
- access to School facilities
- clubs and visits
- School sports
- School policies

*Reasonable adjustments may typically include:*

- making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room
- allowing extra time for a dyslexic child to complete an entrance exam
- providing examination papers in larger print for a child with a visual impairment
- rearranging the timetable to allow a pupil to attend a class in an accessible part of the building
- arranging a variety of accessible sports activities

*The School is not legally required to make adjustments which include:*

- physical alterations such as the provision of a stair-lift or new ground floor facilities or a new library

In making reasonable adjustments the School is required to provide auxiliary aids and services for disabled pupils where to do so would be reasonable. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

#### **9.4 Informing the School**

In accordance with the School's terms and conditions, parents of pupils must notify the Headmistress in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil) have at any time had, or has a learning difficulty. The registration form enables prospective parents to give details of their child's disability when applying for a place at the School. Parents must provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the pupil as much as possible. Confidential information of this kind will only be communicated on a 'need to know' basis. Maltman's Green will have due regard to any request made 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.

#### **9.5 Admission of children with special educational needs and/or a disability**

Applications for a place at the School will be considered on the basis that reasonable adjustments (see definition above) can be made by the School in order to cater for the child's special educational needs and / or disability. The School will not offer a place if, after considering these, it is not deemed able to provide adequately for the pupil's physical and educational needs. The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why an offer of a place has not been made.

## 9.6 Existing Pupils

Where the School becomes aware of a disability or special educational need of an existing pupil, the School will do all that is reasonable to assist the pupil whilst at the School, which may include making reasonable adjustments. If in the professional judgement of the Headmistress, and after consultation with the parents and the pupil (where appropriate), the School cannot provide adequately for the pupil's physical and educational needs after all reasonable adjustments have been made, parents will be asked to withdraw the pupil, without being charged fees in lieu of notice and with the acceptance deposit returned. The School will do what is reasonable to help parents find an alternative placement which will provide their child with the necessary environment and level of teaching and support.

## 9.7 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 Access Plan, which is appended to the Access Policy, which is kept under review and revised as necessary.

## 10 Pupils with Education Health Care (EHC) Plans

The School's Special Educational Needs and Disability Policy includes details about the welfare and educational provision for pupils with Special Educational Needs and Educational Health Care Plans

## 11 Pupils with English as an additional language

Pupils with English as an Additional Language (**EAL**) will receive additional learning support if necessary. The School will consult with the pupil and the parents as appropriate. The School has appropriate welfare support for all such pupils through the EAL Coordinator.

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

Pupils with religious, dietary, language and cultural needs will be given due consideration and appropriate adjustments are made accordingly. The School caterers will make provision for dietary needs upon notification from the School.

## 13 The role of adults in tackling discrimination

We do not tolerate any forms of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an incident occur, we will act immediately to prevent any repetition of the incident and do all we can to support that person in overcoming any difficulties they may have. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim.
- Reprimand the aggressor and inform the victim what action has been taken.
- If the incident is witnessed by other pupils, tell them why it is wrong.

- Report the incident to the relevant Manager and Deputy Head Pastoral and inform her/him of the action taken. This incident should also be logged in the child's file using a Pastoral Communication Form, indicating whether the incident involves racism or other discrimination, circulated to relevant staff, including the Deputy Head Pastoral and Headmistress.
- Inform the class teacher(s) of both the victim and the aggressor.
- Inform both sets of parents, as appropriate.

We endeavour to make our School welcoming to all groups. We promote an understanding of different cultures, views and beliefs through the themes studied by the children and reflect this in the displays of work shown around the School.

Our curriculum reflects the attitudes, values and respect that we have for all groups. We ensure that children have opportunities to study a variety of cultures, religions and ways of life.

### **13.1 Responsibilities**

All members of the School Community are expected to comply with this policy and therefore to always treat others with dignity.

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities, disabilities and religions and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us in our choice of themes to study, and in how to approach sensitive issues.

All our teachers challenge any incidents of prejudice, reporting any racial or discriminatory incidents to the Senior Managers, the Deputy Head Pastoral and Headmistress. These are logged, via the pastoral communication form by the Heads of Phase and/or Deputy Head Pastoral, in the behaviour and/or anti-bullying logs, which are reviewed regularly.

In order to support and underpin this policy in the curriculum, issues relating to discrimination form part of the PSHE programme and there are regular reminders in School assemblies.

It is Maltman Green's intention to create an environment in which there is no discrimination.

### **13.2 Overall responsibility:**

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

### **13.3 Management:**

Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.

## 14 Monitoring and review

### **14.1 Monitoring:**

To ensure that this policy is operating effectively with respect to admission and selection, and to identify those sections of the local community which may be underrepresented in the School, the School monitors confidentially applicants' gender, race, disability and religion or belief as part of the admissions procedure. We also maintain records of this data in an anonymised format solely for the purposes stated in this policy.

### **14.2 Review:**

The Headmistress is responsible for the ongoing monitoring and regular analysis of the data monitored and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. The Headmistress is also responsible for reviewing whether the aims of this policy are carried out throughout all areas of the School and taking appropriate action where necessary. This policy is reviewed every two years by the Headmistress. Recommendations for any amendments are reported to the Board of Governors.

## 15 Reporting and recording incidents of discrimination

### **15.1 Questions about this policy:**

If you have any questions about the content or application of this policy, you should contact the Headmistress.

### **15.2 Complaints:**

If you believe that you have received less favourable treatment on any of the unlawful grounds listed, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the School's formal Complaints Procedure for Parents. For a copy of the School's Complaints Procedure for Parents Policy, please see the School website, [www.maltmansgreen.com](http://www.maltmansgreen.com). Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

### **15.3 Reports:**

If you would like to report a breach of this policy that does not constitute a complaint, please contact the Headmistress.

### **15.4 Enforcement:**

We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School Community who is found to have acted in contravention of this policy.

**15.5 Record:**

All reported breaches of this policy will be recorded and this record will be reviewed annually by the Headmistress.

**15.6 Publication**

This policy will be available on the School's website.