



**MAYFIELD GRAMMAR SCHOOL**  
**GRAVESEND**

**EQUITY, DIVERSITY AND INCLUSION  
POLICY**

**Approved by:**

**Last reviewed on:**

**Next review due by:**

January 2024

September 2024

**Date:**

**Mayfield Grammar School, Gravesend**

**EQUITY AND DIVERSITY POLICY**

**LEGAL DUTIES**

- The school welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race and ethnicity, religion or belief, sex and sexual orientation.
- The school welcomes our duty under the Education and Inspections Act 2006 to promote community cohesion.
- The school recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

**GUIDING PRINCIPLES**

In fulfilling the legal obligations referred to above the school is guided by nine principles.

**Principle 1: All learners are of equal worth**

The school sees all learners, potential learners and their parents and carers as of equal worth:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their sex and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual orientation

**Principle 2: The school recognises and respects difference**

Treating people equally does not involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- sex, so that the needs and experiences of girls and boys, women and men are recognised
- gender identity, so that it is accepted that not everyone identifies with the gender ascribed to them at birth
- religion, belief or faith background
- sexual orientation

**Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

The school intends that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of discrimination, harassment and victimisation of disabled people

- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, national origin or national status, religion, belief or faith background, and an absence of racist and religiously motivated bullying and incidents
- mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex
- mutual respect and good relations between pupils, parents and carers regardless of sexual orientation, and an absence of discrimination and victimisation because of sexual orientation
- positive attitudes towards transgender people and an absence of discrimination, harassment and victimisation because of gender identity

#### **Principle 4: The school observes good equalities practice in staff recruitment, retention and development**

We ensure that policies and procedures benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status, religion, belief or faith background
- whatever their sex and with full respect for legal rights relating to pregnancy and maternity
- whatever their gender identity
- whatever their sexual orientation
- whatever their status with regards to marriage and civil partnership

#### **Principle 5: The school aims to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts, the school takes opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- sexes.
- cisgender and transgender people
- heterosexual, lesbian, gay, and bisexual people
- older and younger people

#### **Principle 6: The school consults widely**

The school engages with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

## **Principle 7: Society as a whole should benefit**

The school intends that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious and non-religious backgrounds
- people of different sexes
- lesbian, gay and bisexual people as well as heterosexual people
- transgender people as well as cisgender people
- older and younger people

## **Principle 8: We base our policies and practice on sound evidence**

The school collects information, which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 and use this information to inform our self-evaluation and Equalities Action Plan. Evidence related to equality is integrated into our Equalities Action Plan.

## **Principle 9: We work towards measurable equality objectives**

The school creates and publish specific and measurable equality objectives, based on the evidence that we have collected.

The objectives that we identify take into account national and local priorities and issues as appropriate. Our equality objectives are devised in consultation with school governors and integrated into the school's key documentation.

The school keeps the equality objectives under review and reports annually on progress towards achieving them.

## **EQUALITIES OBJECTIVES - agreed for 2021-2025**

- Continue to close the gap on national average for the % of White British students making expected levels of progress in subjects
- Continue to close the gap between SEN Support (K) and non-SEN students and the expected progress they make based on their attainment on entry
- Continue to close the in-school variation gap for the % of disadvantaged students who make expected levels of progress at the end of each key stage.
- To ensure that all ethnic groups reach or exceed national benchmarks and reduce any in-school variations.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.
- To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school.
- To review the accessibility across the school for students, staff and visitors with disabilities.
- To work with Equaliteach to educate and support students and staff on equality and diversity.

## **THE CURRICULUM**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles in paragraph 4 above.

## **ETHOS AND ORGANISATION**

The school ensures that the principles listed in paragraph 4 above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- safeguarding
- working in partnership with parents, carers and guardians
- working with the wider community.

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed against Travellers, refugees and people seeking asylum
- prejudices against religious groups and communities, for example anti-Semitism and Islamophobia
- prejudices reflecting sexism, homophobia, biphobia and transphobia.
- There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- We keep a record of prejudice-related incidents, including the type of incident, seriousness and how the incident was dealt with.

## **ROLES AND RESPONSIBILITIES**

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
- A member of the Student Affairs Committee has a watching brief regarding the implementation of this policy.
- The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- A senior member of staff (LA) has day-to-day responsibility for co-ordinating implementation of the policy.
- All staff are expected to:
  - promote an inclusive and collaborative ethos in their classroom
  - deal with any prejudice-related incidents that may occur
  - plan and deliver curricula and lessons that reflect the principles in paragraph 4, above
  - support pupils in their class for whom English is an additional language
  - keep up-to-date with equalities legislation relevant to their work.

## **INFORMATION AND RESOURCES**

- The school ensures that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.
- Equaliteach training and resources shared with all staff, Governors and to be rolled out to students.

## **RELIGIOUS OBSERVANCE**

The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.

## **STAFF DEVELOPMENT AND TRAINING**

The school ensures that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **BREACHES OF THE POLICY**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

## **MONITORING AND EVALUATION**

The school collects, studies and uses quantitative and qualitative data relating to the implementation of this policy, and makes adjustments as appropriate.

The school collect informations, which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010 and uses this information to inform our self-evaluation and Equalities Action Plan. Evidence related to equality is integrated into our Equalities Action Plan.