



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

**EQUITY, DIVERSITY AND INCLUSION POLICY**

**Approved by:**  
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## 1. Aims

Mayfield Grammar School, Gravesend aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

## 2. Legislation and guidance

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 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.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

- The Equality Act 2010 (Amendment) Regulations 2023
- 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.

## 3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years .
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to Mrs L. Absolon, Senior Assistant Headteacher..

The equity, diversity and inclusion link governor will:

- Meet with the designated member of staff for equity regularly, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend and apply appropriate equity, diversity and inclusion training.
- Report back to the full governing board regarding any issues.

The Headteacher will:

- Promote knowledge and understanding of the key equity, diversity and inclusion objectives among staff and pupils.
- Monitor success in achieving the objectives.

The designated member of staff for equity, diversity and inclusion is: Louise Absolon (SAHT Pastoral).

They will make senior leaders and governors aware of any issues as appropriate.

The designated member of staff for equity, diversity and inclusion (Louise Absolon SAHT Pastoral) will:

- Support the Headteacher in promoting knowledge and understanding of the equity objectives among staff and pupils.
- Meet with the equity, diversity and inclusion link governor regularly to raise and discuss any issues.
- Support the Headteacher in identifying any staff training needs, and source relevant and appropriate providers to deliver training as necessary.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting, it will be recorded in the meeting minutes.

New staff receive training on the EDI, and all staff receive refresher training every year.

#### **5. Advancing equity of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equity of opportunity by:

- Removing or minimising as far as possible disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQIA+ pupils who are being subjected to homophobic bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).

#### **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting acceptance friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) and relationships and sex education (RSE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures.
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- We also work with parents to promote knowledge and understanding of different cultures.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach. For example, Equaliteach, our Speak Out group and Audrey Pantelis, our EDI advisor 2023-2024.

## 7. Considerations of equity in decision-making

The school ensures it has due regard to considerations of equity whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all students

## 8. Equity objectives

### **Objective 1: We will foster positive attitudes and relationships, and a shared sense of cohesion through belonging**

Why we have chosen this objective: the school is committed to ensuring young people are prepared for adulthood, the world of work and to be a fulfilled and active participant in society.

To achieve this objective we will ensure that the curriculum is designed for specific cohorts with their needs in mind, and this needs to be embedded.

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

- inclusive attitudes towards disabled people, promoted by students, staff and Speak Out. Good relations between disabled and non-disabled people, with disabled people feeling like accepted and equal members of the school community 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, promoted by staff, students and school clubs and societies.
- mutual respect and good relations between sexes, and an absence of sexual harassment and harassment, discrimination and victimisation because of sex in the Sixth Form. New male entrants will demonstrate respectful behaviour and support and education will be provided by the Sixth Form programme.
- 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.

**Objective 2:** Inclusive education values diversity and the unique contributions each member of staff and each student brings to the classroom. In a truly inclusive setting, every pupil feels safe and has a sense of belonging. With this in mind:

**The school observes good equities 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

**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

**Objective 3: We work towards measurable equity milestones that are monitored via our Action Plan**

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

The milestones that we identify take into account national and local priorities and issues as appropriate. Our equity milestones are listed below:

- To continue to close the gap on national average for the % of White British students making expected levels of progress in subjects
- To 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
- To 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.

The school keeps the equity milestones under review and reports annually on progress towards achieving them. We also include other actions within our Equity Action Plan.

## **9. Monitoring arrangements**

The Headteacher will update the equity information we publish, at least every year.

This document will be reviewed by the governing body at least every 3 years.

This document will be approved by the governing body.

## **10. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Safer Recruitment Policy
- Safeguarding and Child Protection Policy

Appendix 1

[DESIGNING AN EFFECTIVE AND MEASURABLE EDI STRATEGY \(6\).pdf](#)

EDI Plan 2024-2025

Equality Action Plan 2022-2025