



MAYFIELD GRAMMAR SCHOOL
GRAVESEND

EQUALITY SCHEME

Mayfield Grammar School, Gravesend

SINGLE EQUALITY SCHEME

The purpose of the school's Single Equality Scheme is to meet the duties to promote equality of opportunity for and between diverse members of the school community, including disabled students, staff, parents/carers, women, men, boys and girls and different racial groups within the school. Fairness and equality are embedded at the heart of the school community and in all aspects of our provisions, criteria and practices. The school regards equality for all as a responsibility for all. All members of our community contribute to ensuring that our school is a fair, just and cohesive community.

1. INTRODUCTION

1.1 Race

Duties under the Race Relations (Amendment) Act 2000, require the governing body to:

- Eliminate all forms of unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups.

To meet this requirement the Race Equality Policy and its associated Action Plan identifies the action to be taken to tackle discrimination and to promote equality and good race relations across school activity.

1.2 Disability

Duties under Part 5A of the DDA 2005 require the governing body to:

- Promote equality of opportunity for disabled people: students, staff/carers, parents, and other people who use the school or may wish to.

To meet this requirement the school's Disability Equality Statement and its associated Action Plan, incorporating the Accessibility Plan under review in the light of capital/building works and following cancellation of BSF, sets out how the school will promote disability equality across all its areas of responsibility.

1.3 Gender (sex)

Duties under the Equality Act 2006 *and* 2010 require the governing body to:

- Promote equality of opportunity between women and men, boys and girls
- Eliminate unlawful discrimination and harassment on the grounds of sex.

To meet this requirement the school's Equality Scheme, linked policies and the Gender Equality Action Plan set out how the school will promote gender equality across all its areas of responsibility.

2. STATEMENTS OF PRINCIPLE

2.1 Students

2.1.1 Mayfield Grammar School, Gravesend will not discriminate against children seeking admission, or with regard to how students are treated, on grounds of gender, race, disability, religion or belief, *sexual orientation, being or becoming a transsexual person*, or poverty.

This includes discrimination in provision of teaching, the allocation of students to certain classes, the application of differing standards of behaviour, dress and appearance, the exclusion of students or subjecting them to any other detriment, and the conferring of benefits, facilities or services.

- 2.1.2 Every student and teacher will endeavour to further this objective by personally contributing towards a happy and caring environment and by showing respect for and appreciation of each other as individuals.
- 2.1.3 The primary objective of this school will therefore be to educate, develop and prepare all our students, whatever their gender, race, religion, belief, ability or disability, sexuality or poverty for life in Britain.
- 2.1.4 *All learners and potential learners are of equal value.* An equal opportunities philosophy will be practised by all staff.
- 2.1.5 The school acknowledges the complexity of British society and recognises that it would be failing the students if it did not prepare them for their integral part in society.
- 2.1.6 The school is committed to emphasising the common elements and values of our multiple culture rather than highlighting conflicting areas.

2.2 Staff

Mayfield Grammar School, Gravesend is committed to ensuring that the recruitment, selection, training and promotion of staff is based solely on the criteria of merit and ability. The school will not discriminate in the employment of staff on grounds of age, *being or becoming a transsexual person, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion, belief or lack of religion belief, sex, sexual orientation.* This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures. With regard to disability, the school will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

3. ACTION IN THE EVENT OF DISCRIMINATION

All forms of discrimination within the school are to be treated seriously and appropriate records maintained and action taken in line with the relevant school policies. It should always be made clear that discrimination is unacceptable.

Students

Bullying and harassment by students will be dealt with in line with the school's Behaviour and Discipline Policy, the Anti-bullying Policy and the Race Equality Policy and consideration should be given to involving the parents. Racist symbols, badges and insignias on clothing and bags are forbidden in school. Graffiti should be immediately removed.

Parents should be aware of the school's commitment to equal opportunities. Equality Scheme and Disability Equality Statement to be publicised to parents on the school website.

Staff

The school values diversity amongst the staff.

Discrimination, sexual and racial harassment by staff will be reported to the Headteacher.

In all staff appointments, the best candidate will be appointed, based upon strict professional criteria. The school will ensure that all teachers have equality of opportunity to achieve their full potential and will not be discriminated against when agreeing objectives and assessing performance. All staff should be aware of possible cultural assumptions and bias within their own attitudes.

In order to understand the background and experience of minority ethnic students and to raise expectations of their potential, staff need to be aware of the historical and contemporary processes which have caused, and may continue to sustain, racism. Close liaison with families in the school is beneficial to all concerned. Support and advice is available from the local authority's multicultural support service. The school's pastoral care system should be used, particularly with regard to home/school liaison and for dealing with any situations of discrimination or harassment.

4. THE CURRICULUM

All students must have access to the school's curriculum and reasonable adjustments will be made to promote equality of opportunity for disabled students. Staff must be constantly aware that their own expectations affect the achievement, behaviour and status of each student. The curriculum must be balanced, objective and sensitive, and must not highlight sexual and cultural diversity. Faculty Leaders are responsible for their Faculty Statement that explains how Equality of Opportunity is ensured within their subject areas.

5. LANGUAGE

The school views linguistic diversity positively and staff should be aware of the language and dialect spoken by students and their families. Staff must be conscious of any racist or sexist connotations in the language they themselves use.

Students and staff must feel that their language or dialect is valued. They should therefore be allowed to use their home language in school, but should never use it to exclude others.

6. RESOURCES

The school's aim is to provide for all students according to their needs, irrespective of their ability or ethnic origins. The school recognises the inequality linked to poverty and socio-economic factors.

Whenever possible, staff must ensure that the resources used in all curriculum areas are multicultural and non-sexist, containing positive images of all groups.

Variety should be evident in the morals, stories and information offered to children. Students should have access to accurate information about similarities and differences between cultural groups.

7. INFORMATION GATHERING

- 7.1** The collection of information is crucial to supporting Mayfield Grammar School, Gravesend in making decisions about what actions would best improve opportunities and outcomes for students, staff and parents. Information will be detailed enough to enable the delivery on

equality duties relating to disability, race and gender to be measured, to assess the impact of changes made and to help the school identify which of its priorities have been achieved.

- 7.2** The views of students, staff, parents, trade unions and other users of the school will be used to set priorities, and will take into account the preferred means of communication for those with whom they are consulting.

8. SCHOOL POLICIES SUPPORTING EQUALITY OF OPPORTUNITY

- ◆ Admissions
- ◆ Anti-bullying
- ◆ Appointments
- ◆ Assembly Policy
- ◆ Assessment
- ◆ Behaviour and Discipline
- ◆ Child Protection
- ◆ Community Cohesion Statements in SEF
- ◆ Curriculum
- ◆ Health and Safety
- ◆ Homework
- ◆ Most Able
- ◆ Optimum Sets Policies
- ◆ Performance Management
- ◆ Personal, Social and Health Education
- ◆ Race Equality Policy
- ◆ Recruitment
- ◆ Sex Education
- ◆ Speaking and Listening Policy
- ◆ Special Needs
- ◆ Spelling Policy
- ◆ Spiritual, Moral, Social and Cultural Statement
- ◆ Staff Development
- ◆ Statement in Religious Education
- ◆ Target Setting Statement
- ◆ Teaching and Learning

Appendices: Disability Equality Statement
Action Plans for Disability, Race and Gender Equality

July 1997
Revised Sept 2000, May 2002, March 2007, November 2009
Reviewed January 2011 (following Equality Act 2010)
Reviewed September 2014
Updated July 2016

2.1.1 and 2.2 updated in line with www.gov.uk/discrimination-your-rights (May 2016)

Agreed by Governors February 2011

Mayfield Grammar School, Gravesend

DISABILITY EQUALITY STATEMENT

1. INTRODUCTION

1.1 The Disability Discrimination Act 2005 places a statutory duty on schools to promote disability equality, as outlined below:

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between disabled persons and other persons
- To promote positive attitudes towards disabled persons
- To encourage participation by disabled persons in public life
- To take positive action to meet disabled people's needs even if this requires more favourable treatment.

These principles are to be permeated through the school's policies, practices and procedures.

1.2 Mayfield Grammar School, Gravesend is committed to the principles of promoting disability equality, and preventing and eliminating disability discrimination. It will endeavour to ensure that no applicant for employment or study, member of staff or student, is disadvantaged or discriminated against unlawfully on the grounds of disability.

1.3 As part of a wider commitment to equal opportunities generally, Mayfield Grammar School, Gravesend confirms its commitment to promoting and improving opportunities for disabled staff and students.

2. PROMOTING DISABILITY EQUALITY

2.1 The Governing Body is responsible for the development of a strategy to achieve these aims and will use the Disability Discrimination Act 2005 definition of disability to respond to the different needs of disabled people.

2.2 The school's commitment to disability equality will permeate its job and student advertisement and its employment and study practices.

2.3 Staff training will contain opportunities to promote a better understanding and awareness of disability equality.

2.4 The school's environment and curriculum will be adjusted, wherever reasonable, to promote equal opportunities for disabled staff and students.

2.5 Disclosure of disability will be encouraged by students, staff, parents and other users of the school.

3. PREVENTING DISABILITY DISCRIMINATION

3.1 Mayfield Grammar School, Gravesend will do everything reasonable possible to achieve an environment that is free from unlawful disability discrimination and which encourages everyone to contribute fully to the life of the school.