



Graveney School

Equality Policy

School's aims and values

At Graveney School we will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender and gender identification, ethnicity, cultural and religious background, sexual orientation, disability or special educational needs and ability.

The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This includes

- Treating all those within the school community (e.g. pupils, staff, governors, parents and the community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience and valuing differences
- Creating and maintaining a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone in our school community to gain a positive self image and high self esteem.
- Having high expectations of everyone involved with the whole school community.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly. Disrespect for any individual or bullying will never be ignored or tolerated.

We will do this by:

- Aiming to embed inclusion in all our activities.
- Being aware that discrimination can be direct or indirect and includes victimisation or harassment [see glossary for legal definitions].
- Challenging comments and behaviour by staff, pupils, parents or visitors which are implicitly or explicitly in any way contrary to the principles of equality enshrined in the Equalities Act 2010, and working to change the attitudes behind these. These include racism, sexism, homophobia, transphobia, ageism and prejudice about disability, religion or belief, pregnancy or maternity, marriage or civil partnership.
- Identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all.
- Ensuring that Performance Management policies and practices reflect the School's commitment to equal opportunities.
- Taking all allegations of abuse, discrimination or disrespect seriously and investigating these thoroughly.
- Ensuring that our school improvement plan has targets which focus on maximising opportunity and achievement for all our pupils.
- Making provision for the development of pupils' understanding of equality and of positive attitudes within the school curriculum and the wider curriculum.
- Ensuring that no job applicant is discriminated against either directly or indirectly.
- Requiring all staff to consider the equality implications of all that they do and in particular before implementing any new policy or procedure.

Monitoring and review

The implementation of this policy will be regularly monitored by the Senior Leadership Team through the school's line management and other systems including the range of self-review processes. This review will also include collecting and analysing data to monitor potential discrimination and taking action as result of this analysis if required.

All governors have a responsibility to ensure that the school complies with equality legislation and that the school's policies and procedures are monitored for effectiveness in promoting equality.

The school governor with particular responsibility for Equality is Judy Douglas.
This implementation of this policy will also be specifically monitored by The Governors' Curriculum Committees

The policy itself will be reviewed by the Senior Leadership Team and the Governors' Curriculum Committee.

Last reviewed: September 2016
Next review date: Autumn Term 2017/18

Equality Objective

We have a legal duty to publish at least one equality objective every four years. This should be specific and measurable and further the aims of our Public Sector Equality Duty

Our specific equality target for 2016 onwards is:

'Further to improve the achievement of pupil premium pupils in order to continue to narrow the gap in relative achievement at KS4 (Key Stage 4) so as to improve the options for progression.'

Our reasons for choosing this target are:

- We wanted a target that fitted in with our whole school improvement target.
- This target focuses on a large group of pupils and therefore includes many pupils with other protected characteristics.

Glossary of terms and definitions

Direct discrimination <i>Legal definition</i>	This occurs where a person is treated less favourably than others because of their (or a family members') actual or perceived protected characteristic.
Indirect Discrimination <i>Legal definition</i>	This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate or unpreventable way of achieving a legitimate aim.
Harassment <i>Legal definition</i>	This is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.'
Victimisation <i>Legal definition</i>	This is defined as treating someone badly because they have been a party to a 'protected act' (or because you believe that a person has been a party to or is going to be a party to a protected act).
Protected Act	A 'protected act' is: <ul style="list-style-type: none">• Making a claim or complaint of discrimination (under the Equality Act).• Helping someone else to make a claim by giving evidence or information.• Making an allegation that either themselves or someone else has breached the Act.• Doing anything else in connection with the Act.
Protected Characteristic	Protected characteristics are the grounds upon which discrimination is unlawful. The protected characteristics under the Equality Act 2010 are: Age, disability, gender reassignment, marriage, civil partnership, pregnancy, maternity, race, religion or belief (including lack of belief), sex and sexual orientation.