



GRAVENEY SCHOOL

EQUALITY POLICY 2026

Related policies;

SEND

RSE

Citizenship

Behaviour

Accessibility

Pupil Premium Strategy

EQUALITY POLICY	
DATE REVIEWED	May 2026
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EQUALITY, DIVERSITY AND INCLUSION 2026

POLICY INTENT

At Graveney School we recognise and value the diversity which exists within our community. We are committed to advancing equal opportunities for everyone and undertaking equitable measures to eliminate direct and indirect discrimination in all its forms, including disability, race, sex, gender reassignment, age, marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics under the Equality Act) so that the principles of equality, diversity and inclusion (EDI) are seen clearly to underpin all we do.

We understand our duties under the Equality Act 2010, including our duty to advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. The purpose of this policy is to ensure that our commitment to taking proactive action to fulfil this duty is visible to our whole school community because we recognise the positive impact that a cohesive and inclusive EDI strategy can achieve. We want to make sure that all students maximise their potential regardless of their background or characteristics and we want to be in a position to respond proactively to the diverse needs of our student body, our communities and our colleagues. We understand that this means tailoring our action to individual need recognising that ensuring equity is about making sure that those who need more provision receive it.

We also want to address under-representation within the work place because we know that broad representation is key to ensuring that both pupils and staff have positive role models to provide inspiration and ambition.

This policy describes how we will ensure that:

- our school can demonstrate that it is a truly inclusive one which meets the needs and aspirations of all its students and staff;
- we combat prejudice, stereotyping, discrimination and harassment giving these matters highest level of attention and handling them with appropriate and strong measures
- prejudice and stereotyping, discrimination and harassment and indications of oppression are challenged and addressed;
- our curriculum is relevant, reflects equality, diversity and inclusion, is accessible to all and meets individual student needs through a wide and responsive range of provision;
- gaps in the outcomes of different groups of students, including those with additional needs, are addressed through careful planning, structured monitoring and review followed by robust interventions;
- extra-curricular provision is planned to secure the highest possible range of participation across all student groups
- Stakeholder voice is central to all EDI work so that high levels of satisfaction from staff students and their families can be achieved

Current profile of the School's diversity:

Graveney has held Academy Status since August 2011 and we accept students through the pan London application scheme. 70 Year 7 places are offered through selection by the Wandsworth test. The school admits students from over 60 schools including those from outside the local authority. There are 2329 students on roll including 914 in the Sixth Form which places us in the top 20% for size in England.

Gender: there are 1138 girls and 1191 boys on roll.

SEND: there are diverse needs at Graveney with a significant number of students with an EHCP or being supported with interventions both internal and external in addition to quality first teaching. The 2025 IDSR

puts this figure at 7.47% of the main school population and 5.47% in the Sixth Form. In the main school 2.94% of students have an EHCP and 1.53% in the sixth form.

EAL: 16.6% of students have English as an additional language in the main school and 15% in the sixth form, both figures are close to average.

Ethnicity: from the 2025 Ofsted IDSR data Graveney has 16 out of 17 possible ethnic groups; those with 5% or more in the main school are as follows: Black or Black British – African, 7.7%; Asian or Asian British – Pakistani, 9%; White British, 34.9%

In the Sixth Form those groups with 5% or more are Asian or Asian British – Pakistani 8.2%, Black or Black British – African, 7.8%, White British, 34%

Social deprivation: Our pupil base is in quintile 3 (average deprivation) of all schools in terms of deprivation. 17.56% of students are known to have free school meals (2025 IDSR)

Staff: 62% of teaching staff are female, 38% male. Of support staff 77% are female and 23% male.

Ethnicity: The ethnic breakdown of staff shows that there is a broad diversity, with staff falling into 14 of the 17 possible ethnic groups as defined by IDSR. It is difficult to make comparisons with historic data as the ethnic category definitions have changed, but a snapshot of 2005, shows that 81% of staff were White British, compared with the current 60%, which indicates that there is increasing diversity the staff body.

Disability/school accessibility: we recognise our duty under the Disability Discrimination Act 2005 to promote disability equality. This is done within the curriculum and in wider school activities and celebrations. We have an accessibility plan which outlines access to the school site, facilities, curriculum and activities. Staff and students with access needs are assessed individually and modifications are made where necessary/possible. Staff can report disability/underlying health conditions and this is annually reviewed by HR with an opportunity for staff to update their status and register any disability.

POLICY IMPLEMENTATION

THE SCHOOL COMMUNITY

We will work with our whole school community to make sure everyone is involved and can contribute towards:

- Celebrating and promoting equality and valuing diversity to develop an inclusive culture and ethos (see School Improvement Plan and equalities objectives)
- Providing a secure environment in which all of our students, and staff, can flourish and in which all contributions are valued;
- Challenging and addressing discrimination, harassment and victimisation and any institutional discrimination within strategies, policies or practices;
- Making adjustments, as far as we reasonably can within the physical constraints of our site, for our disabled students, staff members, parent/carers and visitors to ensure they can take as full a part in the life of the school as possible;
- Recognising and making adjustments for non-visible disabilities that staff and students may experience
- Fostering good relations and mutual respect between all of our groups of students; (PSHE, pastoral programmes, Community Classrooms, Protection Approaches workshops)
- Providing positive non-stereotyping information about people with all the protected characteristics; (PSHE curriculum, pastoral programmes)

- Listening to the voice of students and of their parents/carers in as much decision making as possible in relation to their provision and education, and taking positive action to ensure the voices of those with the full range of protected characteristics are heard and acted on; (parent/carer focus groups, student equalities groups)
- Building on staff voice through clear, organised opportunities to contribute to wider EDI work
- Developing inclusive, accessible career progression practices and embedding inclusivity at every stage of an employee's career development
- Working in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure that, where necessary and appropriate, there is a multi-professional approach to meeting students' needs
- Taking steps (for example through our Behaviour Policy, Code of Conduct and Staff Protection Policy) to address prejudice and discrimination against students and staff with a rolling programme of review

TEACHING AND LEARNING

We will make sure that all aspects of teaching and learning are underpinned by our EDI objectives, to support all students in reaching their potential. We will do this by:

- Ensuring that our curriculum covers issues of equality, diversity and inclusion and that the materials we use reflect a range of cultural backgrounds and support the view that there is value in differences
- Recognising, articulating and celebrating the value of diversity in our school when we are planning teaching and learning activities, or organising trips, visits and projects
- Continually reviewing the curriculum to ensure it is inclusive, broad and balanced, is culturally relevant and that our work on Equality, Diversity and Inclusion, is intentional and not incidental (see diversity and anti-racist curriculum document)
- Recognising and articulating the value of diversity in our school community when we are planning teaching and learning activities, trips, visits and projects;
- Monitoring participation in extracurricular activities so that we can work to secure the participation of students of all ethnic and socio-economic backgrounds and providing financial and other support where appropriate to secure wider participation (see Strategic Plan)
- Supporting the high aspirations of students and their families at all times including through setting challenging targets to ensure that they reflect emerging potential as well as outcomes at prior key stages
- Preparing all students to meet the wide ranging and various demands of work, training and further education when they leave school;
- Regularly monitoring the progress of all students, identifying needs as they arise and providing support or personalised provision as early as possible to ensure that under achievement does not become embedded;
- Ensuring that EDI principles and practice underpin all processes monitoring classroom practice, teaching, learning and assessment and testing for impact

TRAINING

We will make sure that our staff are appropriately equipped to contribute positively to our EDI objectives by:

- Continuously reviewing and disseminating our knowledge and understanding of issues of anti-discriminatory practice, and ensuring EDI is central to our continuing professional development programme; (Staff Equalities bulletin)
- Maintaining a high level of staff expertise to meet the needs of all groups of students, through well targeted continuing professional development; whole school INSET opportunities, cascading external provision, partnerships with external providers
- Using staff feedback, and available data, to provide bespoke training
- Encouraging ongoing reflection and adaptation of practice

STAFF EXPERIENCE AND PROGRESSION

We will work with our staff to:

- Identify and address any perceived barriers to progression
- Use data to gain insight into staff needs and provide relevant training opportunities
- Ensure there are clear channels to report concerns
- Ensure there is effective support and mentoring in place

RESPONSIBILITY FOR IMPLEMENTATION

All members of the School (students, staff, parents/carers) have a responsibility for supporting the EDI agenda and for challenging any discrimination, stereotyping or harassment that they witness.

Governors are responsible for ensuring that:

- There is a link governor for EDI;
- The School complies with all relevant equalities legislation;
- They have an overview of equalities issues and receive regular reports;
- EDI issues are raised and highlighted at meetings and in reports and policies;
- That any gaps in outcomes for particular groups are addressed in improvement plans and that there is ongoing monitoring and testing for impact;
- The Equality Policy is maintained and updated regularly;

The Principal and Senior Leadership Team are responsible for:

- Providing leadership and vision in respect of equality, diversity and inclusion together with the Governing Body;
- Overseeing the implementation of this Equality, Diversity and Inclusion Policy and ensuring annual objectives are an integral part of the School Improvement plan and a part of all School policies and procedures;
- Co-ordinating the activities related to Equality, Diversity and Inclusion and evaluating impact;
- Ensuring that the whole School is aware of, and complies with, the Equality, Diversity and Inclusion Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support to take appropriate action in response to discriminatory incidents;
- Ensuring that any discriminatory incidents or actions are dealt with appropriately and quickly and that lessons are then learnt;
- Ensuring there is a culture of continuous improvement and reflection on EDI issues;
- Ensuring the development of a School culture where different cultures are celebrated;
- Evidencing that EDI underpins all processes for monitoring teaching learning and assessment.
- Ensuring that parents and students are kept informed about work in this area
- Being appropriately curious in investigating and addressing patterns of rewards, sanctions and pastoral support
- Operating in a manner which upholds and advances the school's EDI policies, action planning, principles and ethos

Heads of Department, Subject Leaders and Heads of Year are responsible for ensuring their teams are:

- Providing an inclusive and relevant curriculum which celebrates the different ethnicities, cultures, identities and abilities in the School
- Ensuring that all efforts are made to reduce any gaps in outcomes for different groups of students in their subject area, and that all students have the same opportunities to participate in lessons and other activities
 - Vigilant regarding acts of direct and indirect discrimination and know how to report any incidents
 - Conducting themselves in a way that supports and promotes the school's EDI policies, action plans, principles and values

All staff are responsible for:

- Planning carefully and being sensitive in their approach to EDI issues in the classroom, particularly when teaching about different cultures and religions or about controversial issues
- Using the school's reporting channels and dealing swiftly with incidents of discrimination and challenging bias and stereotyping when they see them;
- Being aware of their own unconscious bias and making sure that they do not unwittingly discriminate against groups or individuals with protected characteristics;
- Promoting equality of opportunity and positive action for groups with protected characteristics;
- Keeping up to date with relevant legislation and policy
- Ensuring that there are good relations between students with different protected characteristics.
- Being appropriately curious in addressing possible patterns of sanction bias in relation to protected characteristics both in class and in the wider school
- Operating in a manner which treats students and fellow colleagues with dignity and respect, and supporting and promoting the school's EDI policies, action plans, principles and values

MONITORING, EVALUATION AND REVIEW

All students are tracked to monitor gaps in attainment and progress. The resulting data is be analysed in respect of Pupil Premium, SEND, Ethnicity and Gender and outcomes are reported in these categories to the Governing Body.

Other areas such as attendance, sanctions, rewards, exclusions, student voice, setting etc. are also monitored by protected characteristics. This enables us to identify where there is over- or under-representation of any particular group and to take appropriate steps, where necessary, by way of response.

We use student surveys/focus groups as part of our monitoring of the experience our students have at school.

We will use staff surveys/focus groups to ensure that staff experience is equally positive, for example, in terms of equal access to training opportunities, promotion etc.

We review our recruitment and staff policies and the implementation/impact of these to ensure that they support our commitment to equality, diversity and inclusion.

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 implementation of this policy will also be specifically monitored by the governors Curriculum Committee and the governors Community Committee, each reviewing elements of the implementation analysis relevant to their remit.

The policy itself is also formally reviewed by Governors.

Related policies: SEND, RSE, Citizenship, Behaviour Policy, Accessibility Policy, Pupil Premium Strategy

Glossary:

Protected Characteristics	Having a protected characteristic means you have a right not to be treated less favourably, or subjected to an unfair disadvantage, by reason of that characteristic. Under the Equality Act of 2010 these are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
IDSR	Inspection Data Summary Report; a web-based report showing data for Ofsted inspectors to use when preparing for, and during, a school inspection.
The 17 ethnic groups used in the IDSR	White British, White Irish, White Traveller of Irish Heritage, White Gypsy/Roma, White Any other White background, Mixed White and Black Caribbean, Mixed White and Black African, Mixed White and Asian, Mixed Any other Mixed background Asian or Asian British Indian, Asian or Asian British Pakistani, Asian or Asian British Bangladeshi, Asian or Asian British Any other Asian background Black or Black British Caribbean, Black or Black British African, Black or Black British Any other Black background Chinese
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: • 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

Equality Target 2026

We are proud of our consistently outstanding Progress 8 Score and of the fact that the vast majority of groups within the school share in this success. We were particularly pleased by an independent analysis of our results which put us in the top 10 secondary schools (or top 0.4%) in the country for Closing the Disadvantage Gap in the year prior to the COVID pandemic (2019). This demonstrates clearly that our work in this area was significantly impactful. It also demonstrates what we stand for as a school - whatever our students' background or ability, at Graveney they will succeed.

We are proud of our consistently outstanding Progress 8 Score and of the fact that the vast majority of groups within the school share in this success. In 2019 we were recognised for our results by an independent analysis (an exercise which has not since been repeated) which put us in the top 10 secondary schools (or top 0.4%) in the country for Closing the Disadvantage Gap. In 2025 we achieved our strongest ever attainment results with our PP students which meant that the Attainment 8 gap between our PP and the national Non-PP students has closed from 6.2 points in 2023 to 1.9 points in 2025. This demonstrates clearly that our work in this area has been significantly impactful. It also demonstrates what we stand for as a school - whatever our students' background or ability, at Graveney they can succeed.

Our equalities target is based on the foundation of work done in 2020/21 to listen carefully to what students were telling us about their school experiences. We have been using it to ensure that members of the Graveney community can report that they felt a sense of belonging and that they are visible and valued. We recognise the continuing importance of this in creating and maintaining an environment where everyone believes they have a clear pathway to achieve their best and to be successful and we continue to focus on improving students' school experience as well as their outcomes.

We believe significant improvements have been made in developing and promoting an inclusive school culture and the series of annual impact reports provides examples of this progress alongside our School Action plan.

Equalities target:

To continue to build on our work around belonging;

- Continuing to create opportunities to nurture respectful relations between those who share a protected characteristic and those who do not
- Enabling a broader range of students to participate more fully in the life of the school

To continue to address underperformance which may vary by cohort;

- All categorised groups of students (Gender, Prior Attainment, PP, Ethnicity, SEN) to make positive progress with no significant gaps within and between groups

Equality, Diversity and Inclusion Policy Impact Report for the 2023-24 Academic Year

Activity/Programme In response to equity of experience strand in the school improvement plan	Target group	Objective	Evidence	Impact
Diversifying the curriculum	All	Last year focus on moving beyond celebration to increased representation. This year “usualising” difference by embedding whole school events (see below) into provision	Conclusion of Curriculum updates in the half termly Equalities Bulletin. Department contributions to events increasingly embedded within curriculum	Increasing staff awareness and understanding. Students can see themselves in the curriculum
Beyond Equality Workshops	Y9	The programme covered different representations of masculinities, harmful stereotypes, how they perpetuate inequality and how we can challenge them. This will be followed by a session in the new academic year on sexuality and healthy relationships. In line with our wider work around boys’ attainment we also asked for some content around attitudes to learning and different concepts of success.	Positive experience of the school in previous years meant the organisation was willing to run these sessions for a year group they do not ordinarily work with. The decision to request this special session was vindicated by the engagement of the pupils and the information the team could share with us	Feedback from BE team used in staff training session in Jan 24 to help inform classroom practice
Student Voice	Senior prefects	Encourage student engagement in equalities work	Highest number of applications in senior prefect election process were for the EDI Officer role.	Applicants commented on the significant strides the school has made and their desire to be a part of

	School Council	School safety and newspaper projects contributing to belonging and wellbeing	Student council meeting minutes Involvement in assemblies and events	ongoing change; this is testament to the inclusive culture we have created. Student voice feeding into resources, whole school celebrations, assemblies, reviews etc
Calendar of events	All	Building on the five key events established last year. 2 nd year of marking Refugee Week, NCW and South Asian Heritage Month	Programmes x5 Student outcomes ie shared in exhibition foyer Launch of student led assemblies	Feedback from students who feel more visible and recognised Student "school reports" at presentation evenings written by students themselves
Anti-racist practice group (now anti-racist practice action group)	Open to all staff	Change to anti-racist practice action group. Used May training session to collate feedback from colleagues on how they had changed their practice and what they needed further support with. Used this to design racial literacy session delivered in January. Active use of group to shape bespoke training. Session with our EP on her PhD research on racism in schools	Racial literacy session and resources Adopted "call out/call in" model	Staff feedback slips after session
Trialled staff EDI group	Open to all staff	We discussed the potential implications of the government draft guidance	The group collated information about school processes to share with	Confidence in school systems, increased referrals from colleagues or requests

		on gender questioning students and why it was important for us to be clear about the school position on how we support pupils.	colleagues. This fed into a whole staff briefing	for support, collaborative approach in what has been a very contentious area of debate.
INSED/staff resources	Open to all staff	May 23 on line misogyny plus feedback on equalities work so far including results of Y13 exit survey September whole staff SEND session taking the opportunity to speak to colleagues about our trial of additional, teacher specialist support in class for Key Stage 4 and 5 students Jan 24 racial literacy training "Learning lunches" introduced as part of NCW New EDI section on internal staffwebsite	Resources plus survey results Google tracker sheet Resources Central place for resources	Increased student confidence that they are listened to and willingness to report Grey TT report featuring staff and student feedback Low take up – lunchtime?
SLT school visits	SLT	Visiting local schools to see practice across a number of areas including SEND and PP	See log sheets	
Wandsworth Equalities Lead Visit		To share our practice over the last few years and understand what other schools have been doing	See email trail	Very positive feedback, far ahead in what we have been doing, a request to share this more widely in the borough
Events outside school	All students	Responses put in place following murder of a student in Croydon, Morocco earthquake impacting	Staff guidance notes Open drop ins in wellbeing centre Sixth Form communal lunch Morocco Fundraiser	Student voice acknowledged, space given for student led activities supported by staff, £334 raised in one hour for Morocco, communal lunch

		families in our school and a region the DofE expedition visited, conflict in the Middle East		and KS5 presentation evening collection raised £800.95
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Equality, Diversity and Inclusion Policy Impact Report for the 2024-25 Academic Year

Activity/Programme	Target group	Objective	Evidence	Impact
Beyond Equality Workshops	Y10 Boys	Sexuality and healthy relationships following on from last year's programme on different representations of masculinities, harmful stereotypes and content around attitudes to learning and different concepts of success.	Positive feedback from facilitators re prior learning in PSHE compared to other settings	Feedback from BE team on observations of the cohort used in staff training session in Jan 25
Women's Aid Workshops	Y10 Girls	Women's Aid workshops around healthy relationships and self-advocacy	Positive feedback from facilitators. Confidence of the girls in asking questions and engaging	Feedback used in planning of future RSE lessons
Calendar of events	All	All five events marked with growing programmes. Events more embedded in curriculum so not seen as an "add on"	Programmes x5	Positive feedback from students, visibility

		A focus on “usualising” difference		
Graveney for Peace Day	All	Largest event to date, gradual build up through assemblies to set clear messages, increased student involvement.	See photos	<i>“It was really great to see how many young people have awareness of what is happening in the world and want to do something about it”</i> MSF rep Ove £700 raised
Anti-racist practice action group	Open to all staff	Continuing use of group to shape bespoke training; Jan 25 racial literacy and gender updates Session with our EP on her PhD research on racism in schools Alumni visit – former student who has published a book on antiracism in the early years	Racial literacy session and resources Adopted “call out/call in” model	Staff feedback slips after session Added to Y10 PSHE lessons and as a response to incidents in the year group. Students’ responded favourably including those involved in incidents. (will be added to student planners for 25/26)
SEND	All staff	trialled a new system of information sharing regarding SEND students joining the school in Y7 and	“pen portraits” and sharing of strategies	The feedback for this was positive with many colleagues saying it gave them a real insight into the

	All staff	existing students with an EHCP. “Learning lunches” for NCW		students and helped them formulate classroom ideas and strategies.
	KS3 Pupils	Trialled the “grey timetable” KS3 drop in LS playground	See report See photos and write up in Communique	See report Raised awareness in those who engaged
	SEND Team	Hosted a visit from the Inclusion Lead at South Thames Colleges group to develop understanding of pathways to FE and to forge links for information sharing to support SEND students in their transition.	See minutes	Upskilled TA team in working with their Y11 key students
INSED/staff resources	Open to all staff Phase teams and interested colleagues New EDI tab on staff website	Jan 25 racial literacy and gender update training Women’s Aid twilight 2-hour training session Centralised space for resources in response to staff feedback	Resources plus response to previous feedback slips See site	Increasing staff confidence
Governor training session	Full Governors meeting	Maintaining institutional confidence in the face of wider backlash against EDI work	Resources	Positive governor feedback

Bid for extra teaching time for PSHE/Citizenship				
Pupil Premium	All PP students	Re-introduced the Pupil Premium Information Evening for parents and carers of PP pupils	See resources prepared	Turn out low, review done to see what could work better next time
	Y11 PP students	Collaboration with Wandsworth BEST to source work experience placements with the Careers Team supporting the students through careers counselling and help with the administration required.	See placements	