

Metheringham Primary School
2024

Equality and Diversity Policy



Aims and Values

Metheringham Primary School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

Our school values of Honesty, Respect, Responsibility, Resilience, Understanding, Co-operation, Friendship and Determination underpin everything that we do in Metheringham Primary School. These values drive our curriculum and learning and also our behaviour, personal development and attitudes towards everything in our school community.

At Metheringham Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with all members of the school community. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- provide a secure environment in which all our children can flourish and achieve;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage for everyone in our community;
- make inclusion a thread which runs through all our activities;
- ensure that all are safeguarded and that the safeguarding policy is read in conjunction with this policy.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others. (See Behaviour and Anti-Bullying and Harassment policies)

Leadership, Management and Governance

Metheringham Primary School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meets the requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the school's admissions policy which reflects Lincolnshire County Council's guidelines for admissions policies, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Head Teacher

It is the Head Teacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance; (See bullying policy)
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- report to the governors annually through the Staffing and Welfare committee.

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;

- report all cases of racial harassment to the Head Teacher and write a report on the incident to aid the investigation and for the racial incident file in the Head Teacher's office;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Admissions

The school follows the Local Authorities policy which does not allow sex, race, colour, religion, culture or disability to be used as criteria for refusing admission. All first admissions to school must be made through the common application form which is processed through the county offices. Please refer to the school's admissions policy.

The school has a proud record of integrating differently abled pupils and recognises the contribution which these pupils have made to the development of all pupils in all areas of the curriculum and learning.

Curriculum

Our curriculum is underpinned by our school values, mentioned at the beginning of this policy. All pupils will be given access to the different elements of the curriculum. Dis-application of pupils from any aspect of the curriculum will only be made by the Head Teacher for health and safety or safeguarding reasons or as the result of outside agencies professional advice.

We strive to provide for equality of opportunity for boys and girls when staff are planning programmes of study across all areas of the curriculum and in all school activities during school time and in after school or lunchtime activities.

The development of programmes/topics that make up the long and medium term planning and the resources chosen should promote positive attitudes to cultural diversity. Staff responsible for the selection of new fiction and non-fiction material should check that it meets the overarching aims of this policy.

The school will respect current legislation in respect of the rights of parents who wish to withdraw their children from Collective Worship or Religious Education.

Recruitment and Selection

All permanent or fixed term appointments will be advertised on the County Council website. The County Council standard application forms will be used. Recruitment of the Head Teacher and Deputy Head Teacher will follow this process and will also be advertised nationally. Job descriptions and person specifications will be drawn up and issued with the application form.

During interview care will be taken to avoid any form of discrimination. Selection will be the best candidate for the position available. The Chairperson of the interviewing panel will ensure that his/her colleagues are aware of the appropriate questions to ask and that all candidates are asked the same interview questions. It is important that all advice on safer recruitment of new staff is followed and that there are questions related to the safeguarding of children.

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Monitoring and Quality Assurance

Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status and pupil premium groups.

In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity (e.g. lesson observations and drop-ins record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity).

The data collected is used to inform further school improvement planning, target-setting and decision-making.

Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Policy Planning and Review

In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.

This policy was first presented to and discussed with governors in February 2024. It will be reviewed every 2 years or earlier if required.

Latest review date;

February 2024