



The Meadows Primary School Equality and Diversity Policy

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. The Meadows Primary School is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- **eliminate discrimination, harassment and victimisation**
- **promote equality of access and opportunity within our school and within our wider community**
- **promote positive attitudes to difference and good relationships between people, irrespective of their background, gender, sexual orientation, culture, faith, ability and ethnic origin.**

AIMS AND OBJECTIVES

The aim of promoting equal opportunities at The Meadows Primary School is to ensure that all are treated fairly and justly. The school strives to ensure that all pupils and staff fulfil their potential and develop a positive attitude towards an image of themselves. We are 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 and we endeavour to promote positive relationships with parents, governors and members of the wider community. The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society on the basis of **protected characteristics**. These are listed below. The Act protects everyone against unfair treatment.

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

At The Meadows Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

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;
- actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect;
- 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 learning to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities;
- ensure that all are safeguarded.

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;
- take reasonable and necessary steps to meet the needs of individuals by planning reasonable adjustments for those with disabilities, enabling all to play as full a part as possible in the life of the school. We will also make reasonable adjustments to ensure that the school environment and its activities are as accessible and welcoming as possible for all pupils, staff and visitors.
- 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.

Leadership Management and Governance

At The Meadows, we are committed to:

- being proactive in promoting good relationships and equality of opportunity amongst pupils, staff and governors, and we expect everyone to treat each other with respect.
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution
- making reasonable adjustments for pupils and staff with disabilities so that no one is disadvantaged.
- working in partnership with families, the local authority and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination, ensuring that our Equality and Diversity Policy is followed.
- seeking the views of advisory staff and outside agencies, and partnerships with other schools where this is needed.
- dealing with and monitoring bullying and prejudice-related incidents effectively.
- welcoming a diverse range of candidates to employment applications, encouraging those who are currently under-represented to join our school.

Responsibilities

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;
- scrutinise 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;
- welcoming a diverse range of candidates to employment applications, encouraging those who are currently under-represented to join our school.

It is the Headteacher'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;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- report to the governors any concerns or breaches of the policy.

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 Headteacher and write a report on the incident to aid the investigation and for the racial incident file in the Headteacher'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 Lincolnshire County Council.

Curriculum

- All pupils will be given access to the whole curriculum. Classroom provision will be planned to ensure that all pupils can access activities. Disapplication of pupils from any aspect of the curriculum will only be

made by the Headteacher for health and safety or safeguarding reasons, or as the result of outside agencies' professional advice.

- Themes and contexts within our curriculum aim to promote positive attitudes to cultural diversity and inclusion. This includes reading materials, the study of places and the welcoming of visitors into the school.
- We will regularly consider the ways in which the curriculum will help to promote awareness of the rights of individuals and develop an awareness of participation and responsible action.
- 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 of Staff

- 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 Headteacher and Deputy Headteacher 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.
- We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they will do.
- During interview, care will be taken to avoid any 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. With this in mind, 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.
- We are committed to ensuring that staff with disabilities have equality of opportunity.

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 of Pupils

- 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 disadvantage.

- 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.

Adopted/Reviewed/Amended
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