

Medina Primary School



Equality, Diversity and Inclusion Policy

Reviewed by	Governing Body	Authorised by	A McGarvey (Headteacher)
Last Review		Date	January 2025
Next Review	January 2026	Review Cycle	Annually
Signed by A McGarvey			

Equality at Medina Primary School

We believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Diversity at Medina Primary School

Diversity is about recognising the benefits of different values, abilities, and perspectives, and celebrating people's differences. At Medina we promote an environment that welcomes and values diverse backgrounds, thinking, skills and experience.

Inclusion at Medina Primary School

We believe that inclusion is about providing a space where everyone has equal access to opportunities and resources, and where everyone feels valued and accepted. Everyone should be able to contribute and have a voice. This may mean making reasonable adjustments to facilitate participation.

1. Aims

Overall aims of our Equality, diversity and inclusion Policy is...

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

2. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Protected Characteristics

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion or belief
- sex and sexual orientation

4. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak to pupils, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, ensuring our school council has representatives from different year groups and is formed of pupils from a range of backgrounds
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

5. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls.

6. Responsibilities

Everyone connected with the school community has a responsibility for promoting the equalities agenda; fostering good relations between those with a protected characteristic and those without through our curriculum, School Values, and extra-curricular activities; promoting a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

7. Admissions policy

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

8. Curriculum delivery

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. It explicitly develops children as compassionate, moral human beings who value each other, diversity and equality. The principles of equality and diversity are directly taught and embedded in our academic, social and wider curriculum. Our PSHE curriculum helps and supports teachers in delivering these principles in an age-appropriate way. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

9. Recruitment

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate. Where appropriate, Medina Primary School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process.

10. Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.

11. Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure.

12. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality, Diversity and Inclusion Policy' is the Headteacher. The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy.

Additional support would also be provided to any parent or person, wishing to know more about the policy and procedures outlined above.

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

13. Related policies

- Accessibility Plan
- Behaviour Policy
- Anti-Bullying Policy
- Whistleblowing Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy

14. Equality Objectives

Objective 1

To train all members of staff involved in recruitment and selection on equal opportunities and non-discrimination.

To achieve this objective, we plan to:

- Ensure that at least one person on each interview panel is currently trained in safer recruitment - Equality and Diversity Awareness Training

Objective 2

To promote the implementation of strong Equality, Diversity and Inclusion practice at Medina Primary School to ensure opportunities for all

To achieve this objective, we plan to:

- Further develop an inclusive, broad and balanced curriculum which will include an element of PHSE/RSE education at age-appropriate level, which tackles stereotypes and challenges pupils' perceptions
- Produce an awareness calendar of key events with regard to EDI
- The school council to hold a meeting with an Equality, Diversity and Inclusion focus

Objective 3

To promote understanding between different groups of people, cultures and societies.

To achieve this objective, we plan to:

- Further develop the curriculum around protected characteristics to further aid understanding/awareness of all staff and pupils
- Maintain a rigorous approach to anti-bullying so that all pupils and staff, including those with protected characteristics, are protected from harassment and discrimination.