

Responsible Person	Rachel Wood, Deputy School Director
Approving Body	Board
Date of Approval	31 March 2021
Date of Effect	31 March 2021
Updated	n/a
Next Review Date	Every 4 Years
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MetFilm School is committed to providing and supporting an inclusive environment that promotes equality and diversity. We are proud of our diverse community where all can reach their full potential and flourish whatever their background. This strategy is aligned with MetFilm School's [Equal Opportunity and Diversity Policy](#) and the [Access and Participation statement](#)

Our commitment to Equality, Diversity, and Inclusion

- MetFilm School is committed to the values of equality, diversity, fairness, academic and personal integrity, collegiality, ethical behaviour, and welfare of individuals within the MetFilm School community.
- To achieve these values, we call upon students and staff to carry out their activities in an environment of mutual respect, inclusion, professional practice, and a positive attitude towards work.
- MetFilm School is committed to promoting equality of opportunity for students and staff from all backgrounds, and nurturing an environment which is free from discrimination on the basis of all protected characteristics as set out in the Equality Act 2010.

Our values and principles

To ensure this strategy is integral to the school, we will:

- Demonstrate visible senior leadership on equality, diversity, and inclusion matters
- Ensure everyone understands their personal responsibility to promote equality and diversity
- Demonstrate inclusive practice and remove any unfair barriers
- Align and embed the Strategy to all key School committees and all School departments
- Engage and involve our staff and students including the Diversity, Equality and Inclusion Committee and Student Senate to develop our equality, diversity, and

inclusion initiatives

Strategic Objectives

Embed diversity, equality, and inclusion into all aspects of School life

We will do this by:

- Ensuring everyone understands their responsibilities to foster an inclusive learning, working and social environment and is aware of relevant good practice policies, guidance and support services through staff training, tutor, and student induction
- Ensuring diversity is reflected in our decision-making bodies and committees, and that they actively contribute to promoting equality and inclusive practice which is monitored by the Diversity, Equality, and Inclusion Committee
- Promoting equality and inclusion within all our working policies and practices and embed structures and resources to support equality, diversity, and inclusion activity within all departments of the School
- Delivering an inclusive approach to learning, teaching, and assessment

Attract, retain, and succeed

We will do this by:

- Proactively engaging and encouraging applications for teaching, leadership, and professional services roles where we know there is an under-representation at different levels
- Engaging and inspiring students from diverse backgrounds to apply to the School at undergraduate and postgraduate level, and ensuring our admissions processes are fair and inclusive and any unfair barriers are removed
- Monitoring and address differences in degree outcomes and employment opportunities for our diverse student community, and promote equality in participation and progression

Adopting an inclusive campus approach

We will do this by:

- Understanding the diverse composition and needs of our staff and students by creating an environment which encourages disclosure as well as collecting and analysing robust information e.g., through our Complaints Policy and Diversity and Inclusion Officer
- Ensuring accessibility and inclusive practices to accommodate the needs of our staff, students and visitors when considering our current campus and future developments
- Committing to promoting a culture based on the principles of respect, dignity, and inclusion for everyone through student and staff induction and tutor training
- The use of offensive language, derogatory terms, stereotypes, or generalisations about an individual or group should also be avoided. As a general rule: if age, gender, sexual preference, ethnicity, or any other category of identification or difference is not relevant to a discussion, then it should not be specified. If it is relevant, then it should be discussed respectfully

Reviewing and auditing processes

This strategy will be reviewed annually at the Diversity, Equality, and Inclusion Committee (DEIC). MFS departments will report to the DEIC as part of this review – to include Education, Student Services, Admissions, HR, Marketing and Student Senate. The reviews should address both our external and internal communication processes as well as any pedagogic or student facing processes through the lens of diversity, equality, and inclusion.

Definitions

Equality	<i>The state of being equal, especially in status, rights, or opportunities.</i>
Diversity	<i>The state of being diverse, variety. The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations etc.</i>
Inclusion	<i>The action or state of including or of being included within a group or structure. The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of another minority group.</i>

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