

Alderman Payne Primary School



Equality and Diversity Policy

Date reviewed: November 2025

Date of next review: November 2026

1. Aims

Alderman Payne aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

At Alderman Payne Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly they should say so. Adults should expect employment practices to be fair and transparent.

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

We commit to

- provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- instill in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- nurture cultural, religious and linguistic diversity
- be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults
- ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Head, or the assistant head teacher can tackle the issue appropriately

Through these commitments, our school aims to promote respect for difference and diversity in accordance with our vision, ethos and values.

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence. We support and encourage children to develop as individuals, find their passions and interests and to be prepared for the modern world, both within school and beyond.

Our Ethos:

At Alderman Payne, we are committed to creating an inspiring, nurturing and inclusive environment where every member of our community is valued and is supported and empowered to achieve their full potential. Through a culture of respect, perseverance, resilience and responsibility, we encourage children to be inquisitive and creative to build a lifelong love of learning. Our ethos is built on moral values, strong relationships, mutual trust and high expectations to ensure that everyone has the support they need to thrive academically, personally, socially and emotionally.

School Values

At Alderman Payne, our school values are integral to the development of our culture and our behaviour curriculum. Our school values are part of our everyday life and are explicitly taught and revisited every year. We consider the values in relation to ourselves and to a range of inspirational people from past to present so that children can relate to them and consider how the values underpin decision making and attitudes.

We have six central values with secondary focuses.

Core Value	Secondary Focus (Cycle A)	Secondary Focus (Cycle B)
Community	Kindness and friendship	Teamwork and co-operation
Responsibility	Personal and environmental	Social change and social justice
Diversity	Equity and Inclusion	Compassion and empathy
Integrity	Honesty and trust	Wisdom and resilience
Courage	Decisions and challenge	Risk and forgiveness
Aspiration	Inspiration and passion	Perseverance and determination

At Alderman Payne Primary we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all.

What this looks like

Considering equality issues in relation to race to culture

At Alderman Payne Primary we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources, such as dolls, jigsaws, cooking equipment, used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum. Our curriculum design includes opportunities for children to learn about and discuss a wide range of cultures, traditions and beliefs including challenges and successes, past and present.

Considering equality issues in relation to religion

At Alderman Payne Primary we teach our children/adults to understand, value and respect the religions and religious beliefs and practices of their peers and within the wider world. Children may

visit places of worship across religions and we learn songs in a range of languages to celebrate cultural diversity. Children are taught to appreciate that everyone can learn about and learn from religion despite individual beliefs.

Considering equality issues in relation to race to gender/sexual orientation

At Alderman Payne Primary we are aware that in life and in our society many areas have been stereotyped. We provide a curriculum where all children have **equal** access to **all** areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.

Considering equality issues in relation to the special educational need or disability of children or adults

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly and strategies are modified accordingly to support individual children with learning needs. We aim to maintain close links with the parents/carers of children with special educational needs and utilise the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologist and Speech and Language Therapist etc to assist us in meeting the needs of our children.

We assess our curriculum in order to ensure it is accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA compliant.

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](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Governors will:

- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have "due regard" when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality is Mrs Mulford who will:

- promote knowledge and understanding of the equality objectives among staff and pupils
- identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

All staff are responsible for upholding the values of the school and for ensuring that school is a safe place, free from discrimination. Staff will know and understand the whistleblowing and grievance procedures and follow these if they have any concerns.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

6. 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, citizenship 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
- Making pupils aware of our behaviour and anti-bullying policies
- 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 at assemblies, 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, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school considers the impact of significant decisions on particular groups or individuals and their protected characteristics. Reasonable adjustments are considered and any decisions must be deemed to be fair and proportionate. School will consult with others appropriately and seek guidance from the Local Authority as required. Where significant decisions are necessary, whilst the decision remains with the Headteacher, it is good practice to consult with other leaders and stakeholders as required to ensure that all decisions are free from discrimination or bias.

The school may keep a written record known as an Equality Impact Assessment to show we have actively considered our equality duties and asked ourselves relevant questions.

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen 31st December to be our deadline for this

Objective 1

To promote the wellbeing and professional development of neurodivergent staff.

This will include: Having in place a reasonable adjustment agreement for all neurodivergent staff by July, to meet their needs better and make sure that any disadvantages they experience are addressed. For new staff, we will aim to have this agreement in place within a term of their start date.

Why we have chosen this objective: We recognise that some adults within the workforce will have diagnosed or undiagnosed neurodivergence which will require specific consideration. Staff will be supported to discuss their needs and work with leaders so that they can be supported to be successful in their roles. In addition, we will ensure that support and appropriate strategies are utilized to support

the individual need rather than generic guidance. As well as impacting on wellbeing, we believe this will support individual professional development and career opportunities.

To achieve this objective, we plan to:

Create a culture of honesty and transparency to discuss individual wellbeing and challenges.

Have consideration of need within all meetings and develop effective strategies to promote effective working practice and relationships

Ensure that leaders have suitable training and information to meet the needs of employees.

9. Monitoring arrangements

The governing body will update the equality information we publish, at least every year.

School-specific equality objectives will be reviewed by the head teacher at least every 4 years.

This document will be reviewed by the governing body annually, to ensure continued compliance with the PSED.

This document will be approved by governing body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEN information report
- SEND policy
- Whistleblowing policy
- Grievance policy