

ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Equality, Diversity and Inclusion Policy



Equality, Diversity and Inclusion Policy

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of age, disability, race, culture, gender, belief, sexual orientation, special educational need or socio-economic background. All members of our community should expect to be treated fairly and have the same entitlement as everyone

else. We are committed to advancing equality and promoting respect for difference and diversity.

Equality and diversity are integral to everything we do and we pride ourselves on being an inclusive school. Where any member of our community feels that they are not receiving equality of access or opportunity, they are encouraged to contact the school immediately so that the matter can be properly investigated and any issues that emerge can be addressed.

We believe that ensuring equality and promoting diversity are intrinsically linked and have an ethos of valuing diversity. This means actively recognising the strengths, talents and needs of every individual in our school community. We aim to nurture the potential of all and maximise the opportunities of all. We are aware that discrimination still exists and we strive to strongly address this when, and if, it occurs within our school. Discrimination is not tolerated within our school.

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](#).

We abide by our statutory duties in relation to the Race Relations Amendment Act 2000 and our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

To ensure we fulfil our legal responsibilities under the Equality Act 2010, we use the 'No Outsiders in Our School' scheme to promote diversity, acceptance and understanding of the protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (including colour, nationality, ethnic or national origins)
- religion or belief (including a lack of belief)
- sex
- sexual orientation

This scheme is how the school fulfils its statutory duty with relation to the Equality Act 2010 and as such all children who attend Alderman Richard Hallam Primary school must partake in these lessons; parents and carers cannot withdraw their child from these sessions.

Curriculum Participation and Protected Characteristics

As part of our commitment to equality, inclusion and safeguarding, all pupils at Alderman Richard Hallam Primary School take part in learning that promotes respect, dignity and understanding towards people with protected characteristics as defined by the Equality Act 2010. This includes age-appropriate learning about different families, cultures, religions, disabilities, genders and sexual orientations.

The purpose of this teaching is not to promote any particular political, personal or religious viewpoint, but to prepare children to live respectfully and successfully in a diverse society and to ensure that all members of our school community feel seen, valued and safe.

We recognise and respect that families may hold differing beliefs and values. However, parents and carers do not have the right to withdraw their child from curriculum learning linked to equality, inclusion or the protected characteristics covered by the Equality Act 2010. The only exceptions to this are the limited elements of Relationships, Sex and Health Education (RSHE) and Religious Education (RE) where withdrawal rights apply in line with statutory guidance.

All equality and inclusion teaching is delivered in an age-appropriate manner and reflects the school's values of kindness, respect, belonging and community.

We ensure we publish information regarding the 'No Outsiders in our School' scheme on the [website](#) for parents and carers to review and the books are shared within the initial parent and carer meetings for each year group at the beginning of the school year. We are always happy to answer any queries or discuss any concerns they may have regarding this. This can be done by arranging contact with Mrs Pickering, our PSHE Lead, or Mrs Lawes, our Senior Leader with responsibility for Personal Development.

3. Roles and responsibilities

The Governing Body 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.
- 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 to the Senior Leadership Team.

The Senior Leadership Team will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.
- Identify any staff training needs, and deliver training as necessary.

- Ensure fair treatment and access to services and opportunities for all staff and children.
- Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.

All school staff will:

- Have regard to this document and to work to achieve the objectives as set out in section 8.
- Uphold the commitment made to pupils and parents and carers on how they can expect to be treated.
- Deliver an inclusive and diverse curriculum.
- Be aware of their responsibility to challenge, record and report any prejudice-related incidences.

Parents and carers are encouraged to:

- Take an active part in identifying barriers for the school community.
- Take an active role in supporting and challenging the school to achieve the commitment. given to the school community in tackling inequality and achieving equality of opportunity for all.

It is important to us that we represent our community to the best of our ability and involve them in our work as actively as possible. As such, we welcome input from members of our local community.

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. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training. Each year, staff receive an updated school context sharing the breakdown of our school community and they have continuous access to the contextual make-up of their classes.

Addressing Prejudice-Related Incidents

This school is opposed to all forms of prejudice and we recognise that experience of any form of prejudice-related discrimination can be extremely detrimental to an individual. We provide our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. Where incidences do occur, they are challenged, recorded and reported in line with school procedures.

Anti-Racism

At Alderman Richard Hallam Primary School, we operate a zero-tolerance approach towards all discrimination. We believe it is imperative to address the issue of racism and offer our unambiguous support to all our pupils, staff, governors, parents and carers who are Black or a person of colour. We wish to reassure you that all matters of racial discrimination, whether it presents itself overtly or covertly, will be handled with the utmost care and importance. We are very aware that education is a powerful vehicle of change and as such, we pledge to teach about racism, develop our anti-racist policies and practices and engage in dialogue to ensure that each of us can feel proud to belong to an Anti-Racist School.

It is our aim that all children have regular opportunities to engage in open conversations about race, racism and racial inequality during their time at Alderman Richard Hallam. In addition to this, we aim to equip all children with the tools necessary to contribute successfully to a world where racism can be a thing of the past. Through our PSHE curriculum and the 'No Outsiders in our School' scheme, children learn about tolerance, diversity, respect and prejudice. Furthermore, we directly address racism and unconscious racial bias through carefully pitched lessons designed to increase children's awareness of their role in driving towards equality for all.

5. Advancing equality of opportunity

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

- Removing or minimising disadvantages suffered by people which 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 (e.g. enabling Muslim pupils to pray at prescribed times).
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in a range of school clubs).
- To instil in our pupils a respectful and accepting attitude towards others.
- To continue to monitor and analyse pupil progress and attainment by race, gender and disability and act upon any trends or patterns in this data that require additional support for pupils.
- To continue to raise levels of attainment in core subjects for vulnerable learners through swift identification of need and the implementation of interventions as required.
- To continue to monitor and support attendance of all groups of children in the school.
- To review levels of parental engagement in learning and school life across all activities to ensure equity and fairness in access and opportunities for engagement.
- To ensure the school environment is a safe-space for our school community and is as accessible as possible for all pupils, staff, parents and carers and visitors.
- To ensure we have a curriculum and resources that celebrate diversity, represent our community and promote inclusion.

- To take all reasonable steps to ensure that existing policies, practices and procedures are monitored, evaluated and reviewed by staff and Governors and that action will be taken to eliminate discriminatory practices.

In fulfilling this aspect of the duty, the school will:

- Collect and analyse the attainment data for how pupils with different characteristics are performing to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying).
- Collect and analyse data regarding attendance, admissions, behaviour and exclusions to identify any trends for pupils with different characteristics and identify improvements in practices based on this.
- Record any incidences of prejudice-related behaviour and put in place actions to address these.

Planning

Staff at Alderman Richard Hallam Primary School are always working on developing our curriculum to ensure it celebrates diversity, reflects the interests of our pupils and addresses discrimination. Children are given the opportunity to learn about different cultures, religions and ways of living as part of the National Curriculum. This is covered not only through RE, PSHE and 'No Outsiders in Our School' lessons but within all subjects in the curriculum.

The school has a Diversity Map to ensure that our curriculum is broad, robust and celebrates diversity.

Resources

We feel it is important for all children to feel proud of their culture, language, race and religion, and to respect those of their peers. We strive to ensure that books and resources are available within the school that represent our school diversity and which promote knowledge and acceptance of all sections of our community. Festivals and customs associated with a range of cultures and religions are explained and celebrated.

We continue to review the materials and resources we use for unacceptable bias, whether unconscious or otherwise.

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, 'No Outsiders in Our School' lessons, 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. At times, pupils are encouraged to participate in such assemblies and we may also invite external speakers to contribute.
- Working with our local community. We invite and encourage speakers who come from a variety of cultures and communities to visit our school.
- Taking children on school trips to broaden their experiences and to enable them to appreciate the community in which they live. They can experience and visit places they may not have had the opportunity to visit outside of school e.g. local places of worship.
- 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 and the composition of these groups is monitored.
- Working with parents and carers 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.

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
- Is affordable for parents and carers. Payment plans and subsidies are put in place where required to ensure fair access to trips.

8. Equality objectives

Each year, we review our current equality objectives and identify any new areas of need. These objectives are established by the Senior Leadership Team in liaison with all stakeholders in our school community. Please see **Appendix 1** for our current objectives.

9. Monitoring arrangements

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan. The evaluation and review of our Equality, Diversity and Inclusion Policy takes place at least annually and the school will update the equality information we publish, described in sections 4-7 above, at this time. The school reviews its procedures and policies in line with learning from any incidences within the school and in line with statutory updates.

10. Links with other policies

This policy is to be read in conjunction with the following other policies and documents:

- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Curriculum Policies
- EAL Policy
- GAT Policy
- Parent and Carer Code of Conduct
- RE Policy
- Recruitment Policy
- Safeguarding Policy
- SEND Policy
- Staff Code of Conduct
- Whistleblowing Policy



APPENDIX 1: ARH Equality Objectives 2024-2028

Equality Objective	Reasons	Actions to be taken	Annual Review
<p><i>Ongoing target from previous objectives</i></p> <p>The attendance rates of S.E.N.D. pupils will improve year on year to meet a target of 97% attendance in by the end of the school year.</p>	<p>SEND attendance for the academic year 2023-24 was 94.15%. Whole school attendance was 95.3%.</p>	<p>SENDCo to meet with the Safeguarding, Attendance and Admissions Officer regularly to identify trends in attendance and those pupils who need additional support.</p> <p>Reasons for non-attendance to be identified and any barriers to be removed.</p>	<p><i>October 2025 – SEND attendance is nearly in line with whole school attendance and continues to improve year on year.</i></p>
<p><i>Ongoing target from previous objectives</i></p> <p>To narrow the performance gap between those children who are known to be vulnerable to underachievement (including those on Free School Meals or Looked After Children) and the other children in the school</p>	<p>We work to raise standards for all pupils, but especially the most vulnerable.</p> <p>We believe improving the quality of education for the most vulnerable groups of pupils raise standards across the whole school.</p>	<p>Rigorously target support and track progress for our more vulnerable by raising awareness of who this cohort is and putting them first in line to access early intervention and support.</p>	<p><i>October 2025 – Ongoing – PP Lead working alongside Assistant Headteacher to further close gap – see PP Strategy for more details</i></p>
<p>To further develop the range of 'No Outsiders in our School' texts available in each year group to build towards having a more diverse selection of books representing a larger number of protected characteristics in school.</p>	<p>All children should be able to find characters that they can connect with and that represent their own, or their</p>	<p>Identify and purchase age-appropriate books for each year group that celebrate diversity and a range of protected characteristics to add to each classes' library.</p>	<p><i>October 2025 – EDI Training delivered to staff 29.10.25 with focus on diversifying resources and ensuring good-quality texts used</i></p>

	families, characteristics.		
All staff to receive training on creating an ethos of gender equality to increase staff confidence in challenging sexist language (throw like a girl, man up etc.).	Changes to SVSH statutory guidance (KCSIE) has incentivised this target to ensure that inappropriate behaviours between children are challenged.	Organise for training to be delivered available to all staff as part of the annual safeguarding training programme. Arrange for class resources that challenge gender stereotypes.	<i>October 2025 – EDI Training delivered to staff 29.10.25 including red-flag language towards different protected characteristics including gender</i>
Lunchtime zones to be monitored and altered to ensure they are inclusive and do not encourage a gender divide in access.	It has been noted from pupil conferencing that there are areas on the playground during lunchtimes that the girls feel excluded from e.g. football.	Work alongside the midday managers to put in place strategies to address this. Use of key staff to encourage a range of children to participate in key activities. Ongoing pupil conferencing to evaluate practices.	<i>October 2025 – Pupil conferencing has shown football is not inclusive – work to be done on developing this area.</i>



APPENDIX 2: ARH Equality Objectives 2020-2024

Equality Objective	Reasons	Actions to be taken	Annual Review
<p>To embed Black, Asian and Minority Ethnic content into our curriculum including the teaching of racism, migration, Empire and colonialism. Creating a 'diversity in the curriculum' map.</p>	<p>Following the recent Black Lives Matter protests nationally and locally, the importance of representation in the curriculum has been highlighted. This has been raised with the school by parents and carers, staff and children. Safeguarding context reveals an increase of far right extremism in the local area.</p>	<p>Form a staff 'Equality Team' that can champion racial equality in our community and in our curriculum. Team to be established including staff from a range of roles to review our current provision and identify key areas for development. Subject leads to map out where BAME history, places, people and events will appear in our curriculum. This will ensure regular coverage of diverse content relevant to children growing up in Leicester. This will allow every one of our pupils to see themselves in our curriculum.</p>	<p><i>July 2021 – Diversity in the curriculum map now created and rolled out. Time needed to embed and resources required to fully implement this effectively. Ongoing target.</i></p> <p><i>September 2022 – Diversity Map now established and used in all year groups. This will continue to be reviewed and updated as needed. Target met.</i></p>
<p>All staff to receive training on racial literacy to increase staff confidence in having challenging conversations about race.</p>	<p>Staff expressed varying rates of confidence in using appropriate terms and confidence in holding challenging conversations regarding race.</p>	<p>Organise for training to be delivered available to all staff early in the academic year. Share resources to support the teaching of racial literacy including a range of books celebrating and promoting diversity.</p>	<p><i>July 2021 – Teaching race and diversity in the classroom training delivered 14.10.21. Refresher training to be recorded for staff to access and to share with non-teaching staff. Ongoing target.</i></p> <p><i>September 2022 – Key staff member available to provide</i></p>

			<i>additional support on challenging conversations about race. Target met.</i>
The attendance rates of S.E.N.D. pupils will improve year on year to meet a target of 97% attendance in by the end of the school year.	SEND attendance for the academic year 2019-20 was 94.5%. Whole school attendance was 96.4%.	SENDCo to meet with the Safeguarding, Attendance and Admissions Manager regularly to identify trends in attendance and those pupils who need additional support. Reasons for non-attendance to be identified and any barriers to be removed.	<i>July 2021 – SEND attendance rates increased to 95.1% in 2020-21. Continued area for focus in the new academic year. Ongoing target.</i> <i>September 2022 – SEND attendance rates in 2021-22 were 91.9%. This target is a priority for the new academic year. Ongoing target.</i> <i>September 2024 -</i>
<i>To reduce the number of racist incidences that take place and the use of derogatory language year on year until there are no incidences occurring.</i>	Concerns raised by staff regarding comments children had raised during lockdown in relation to Black Lives Matter protests in Leicester. 4 racist incidences were recorded in 2019-20.	Deliver staff training on anti-bullying strategies including training on racist incidences. Share the Anti-Bullying Alliance e-learning with all staff, including training sessions on disablism and discriminatory language. The Pupil Voice Lead to create a training programme for the Anti-Bullying Champions which includes a session on derogatory language.	<i>July 2021 – Increase in racist incidences in 2020-21, particularly following periods of closure. Staff provided with ABA e-learning. ABC training programme planned but unable to be fully rolled out due to lockdowns. Priority target moving forwards.</i>

			<p><i>September 2022 – There were 0 racist incidences recorded 2022-23. These will continue to be monitored by the Behaviour Lead. Target met.</i></p>
<p>To narrow the performance gap between those children who are known to be vulnerable to underachievement (including those on Free School Meals or Looked After Children) and the other children in the school</p>	<p>We work to raise standards for all pupils, but especially the most vulnerable. We believe improving the quality of education for the most vulnerable groups of pupils raise standards across the whole school.</p>	<p>Rigorously target support and track progress for our more vulnerable by raising awareness of who this cohort is and putting them first in line to access early intervention and support.</p>	<p><i>July 2021 – Three tier identification system introduced. Introduction of Provision Map in Summer 2021 to allow for tracking progress and intervention effectiveness in the new academic year. Pupil Progress action plans used to help focus teachers on key vulnerable groups. Ongoing target.</i></p> <p><i>September 2022 – Class teachers continue to analyse their attainment data and track vulnerable groups. This year, SLT links have been introduced to make this system more robust.</i></p>