



Wallsend Jubilee Primary School

Equality and Diversity Policy

Governance	
Version	
Policy Officer	
Adoptive Date	April 2026
Readopted Date	
Next Review date	April 2027
Statutory	

Version History Log

Version 1	Description of Change	Date/Author

1. School's character and circumstances

Wallsend Jubilee Primary School is an above average-sized school with a 26 place nursery. The percentage of pupils known to be eligible for free school meals is below average and most pupils are White British with pupils from any other ethnic background totalling 0.9% of the school population.

2. School's Equality and Diversity Policy

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law. The Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty:

- To eliminate unlawful discrimination, harassment or victimisation
- To advance equality of opportunity between different groups
- To foster good relations between different groups.

This also applies to schools in their role as an employer.

This policy sets out our commitment to tackling discrimination and promoting equality of opportunity and explains what this means for the whole school community.

At Wallsend Jubilee Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

We will actively promote equality and oppose racism and other forms of discrimination and foster positive attitudes and commitment to an education for equality.

We aim to achieve this by:

- Taking active measures to investigate, report and act on incidents of discrimination or harassment
- Treating all those within the whole school community (e.g. pupils, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges attitudes, background and experiences.
- Creating a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Encouraging everyone within our school community to gain a positive self-image and high self-esteem.
- Having high expectations of everyone involved with the whole school
- Identifying and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly.
- Monitoring, evaluating and reviewing all of the above to secure continuous improvement in all that we do
- Working with the Council in reducing the number of racially motivated and discriminatory incidents.

3. Roles and responsibilities

This policy outlines the roles and responsibilities of everyone involved and connected with the school, so that each individual knows what is expected of them. Promoting equality and raising the achievement of pupils from all backgrounds is the responsibility of the whole school staff, including support staff.

Introduction to this equality policy and action plan will be included in induction arrangements for all new staff to the school. School induction procedures will highlight the duties implied by this policy in the same way as child protection, health and safety, and behaviour policies form part of the induction process.

3.1 Governors

The governing body of the school has agreed this policy and will:

- Assess and monitor the impact of this policy by reviewing the action plan annually;
- Receive progress reports from the head teacher and other school staff on a termly basis, as part of- the head teacher's report to governors.
- Return statistical information to the relevant council officer as preferred
- One member of the governing body will have responsibility for monitoring this policy, acting as the designated governor for equality.

3.2 Headteacher

The head teacher will demonstrate through their personal leadership the importance of this policy. They will:

- ensure that all staff are aware of the policy and understand their role and responsibilities in relation to this policy;
- develop an action plan to assess and monitor the impact of the policy and report outcomes to the governing body on a termly basis;
- ensure that, where additional funding is available for raising the achievement of minority pupils, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.

3.4 Subject Co-ordinator/Leaders

Subject co-ordinators will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is promoted.

3.5 Teachers

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that the action plan is implemented. They will know the implications of the policy for their planning, teaching, and learning strategies, as well as for behavioural issues.

3.6 Administrative, ancillary, supervisory and support staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented.

3.7 Pupils

Pupils will share in the development of the equality policy and be made aware of how it applies to them. They will learn to treat each other with respect and

report incidents of a racist or discriminatory nature to an adult.

4. Complaints procedure

If anyone in the school feels that this policy is not being followed then they should raise the matter with the head teacher who will facilitate the appropriate action, which may include an investigation and report on the issue. If there is a formal complaint, then the school's complaints procedure will be used.

5. Implementing this Policy

This is linked to our action plan for promoting equality and raising achievement of all pupils, including those from minority ethnic backgrounds. It also links to other action plans the school will produce. Subject leaders should refer to this policy in their personal action plans and priorities for action in the future.

The headteacher will produce the action plan. The action plan will identify key objectives, links to other plans, actions, responsibility, resources, timescales, success indicators, and targets as well as monitoring and evaluation. The race equality action plan will be integrated into the School Development and Improvement Plan. The governors will monitor this action plan.

6. Key areas in promoting equality

6.1. The ethos of the school

This equality policy reflects the ethos of the school.

The school has an additional policy for dealing with harassment which clearly sets out the procedures for handling and reporting complaints and incidents.

Steps are taken to ensure that everyone associated with the school is kept informed about this equality policy and abides by it.

The policies and procedures are regularly reviewed and their effectiveness evaluated, taking into account the views of all sections of the school community. Reflection of all groups should be included in all marketing strategies.

6.2 Pupils' achievements and progress

Pupils' attainment and progress in individual subjects is monitored by protected characteristic, including ethnic group and by gender, language and disability.

The school develops strategies for tackling differences in the attainment and progress of particular groups.

When setting targets for individual pupils, teachers will be aware of the ethnic background of each child and will also be aware of current concerns regarding the under achievement of certain groups e.g. African Caribbean, Bangladeshi and Pakistani boys, white working class boys and, in particular, Gypsy and

Traveller Pupils.

The school values the achievements and progress of pupils from all ethnic groups. All pupils have equal access to extra-curricular activities.

Every pupil is offered the support and guidance they need.

Staff challenge racism, stereotyping and promote racial equality in education, employment, training and career choice. Steps are taken to ensure that pupils on work experience are not subjected to racism or racial harassment.

6.3 Curriculum, teaching and learning (including language and cultural needs)

This school promotes an inclusive curriculum which reflects the multi-ethnic nature of our society.

Racial equality and ethnic diversity are promoted and racism and discrimination are challenged in all areas of the curriculum. Curriculum planning takes account of the ethnicity, background and language needs of all pupils.

Subject leaders and departmental heads provide guidance and examples of good practice for colleagues.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.

The allocation of pupils to teaching groups and optional subjects is fair and equitable to pupils from all groups.

Assessment outcomes are used to: identify the specific needs of minority ethnic pupils, inform policies, planning and the allocation of resources.

Teaching methods and styles take account of the needs of pupils from different ethnic groups and encourage positive attitudes to ethnic differences, cultural diversity and racial equality.

The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and racial equality. There is acknowledgement of the importance of challenging racism and racial discrimination in all areas of the curriculum.

Resources available to meet the specific needs of pupils from minority ethnic groups, including dual language resources, are used appropriately.

The school makes full use of the resources available within its local minority

ethnic communities.

6.4 Guidelines for working with pupils who have English as an additional language

The school recognises and values multi-lingualism.

The language and learning needs of multi-lingual pupils are clearly identified and appropriate support used.

The school will reflect and develop pupils' and communities' languages and cultural backgrounds through resources and displays throughout the school.

The school will explore a broad range of other media to support the maintenance and development of home/community language skills and cultural heritage.

The school will seek to provide community languages and dual language texts, both fiction and non-fiction, in order to facilitate access for pupils and communities who are developing literacy in their first language.

The school will draw on the skills of parents and local communities in producing resources.

The school will seek to provide high quality interpretation and translation across all areas of the school's work as appropriate.

6.5 Pupil behaviour, discipline and exclusion

The school's procedures for managing, rewarding and disciplining pupils are fair and applied equally to all pupils.

The school identifies and adopts good practice strategies in order to reduce any differences in rates of exclusion between groups

The process of excluding a pupil is fair and equitable to all pupils.

Strategies to reintegrate long-term truants and excluded pupils address the needs of pupils from all ethnic groups.

6.6 Racism and racial harassment

There is a clear policy and established procedures for dealing with incidents of racism and racial harassment which is understood by everyone in the school community.

The monitoring system used by the school enables the school to report the relevant details to the governing body and to North Tyneside Council each term.

6.7 Admissions and transfer procedures

North Tyneside Council will take active steps to ensure that the admission process is fair and equitable to pupils from all ethnic groups.

Steps are taken to ensure that all selection methods are fair and equitable to pupils from all ethnic groups.

The school monitors pupil attendance by ethnic group and uses the data to develop strategies to address poor attendance. Provision is made for pupils to take time off for religious observance, leave of absence and authorised absence.

6.8 Staff recruitment and career development

Recruitment and selection procedures are consistent with The Equality Act 2010.

Everyone involved in recruitment and selection adheres to this Code.

Steps are taken to encourage people from under represented minority groups to apply for positions at all levels in the school.

The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

The school monitors the employment and professional development of staff by protected characteristic.

Staff and governors go through regular and systematic training programmes on equality issues.

Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all groups.

Individual staff effectiveness in dealing with equality issues is addressed through various line management mechanisms.

The school takes active steps to ensure that selection for redundancy avoids discrimination.

6.9 Parents, governors and community partnership

Parents are welcome and respected in school.

People from minority communities are encouraged to become school governors.

Governors are encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.

The school seeks to support all governors in performing their role, for example, through school induction procedures for new governors

All parents are regularly informed of their child's progress.

Proactive steps are taken to involve minority ethnic parents in the school. The school's premises and facilities are equally available for use by all ethnic groups.

The school has active links with minority ethnic community groups.

7. Monitoring

The school monitors the impact of this policy and action plan on pupils, parents and staff from different groups. In particular, the impact of policies on the attainment levels of pupils.

To monitor our pupils' attainment, we collect information about pupil performance and progress, by ethnic group, analyse it and use it to examine trends. To help interpret this information, we also monitor other areas, such as:

- exclusion;
- racism, racial harassment and bullying;
- curriculum, teaching and learning (including language and cultural needs);
- punishment and reward;
- membership of the governing body;
- parental involvement;
- working with the community; and
- support, advice and guidance.

Monitoring information will help us to see what progress we are making towards meeting our race equality targets and aims. In particular it will help us to:

highlight any differences between pupils from different ethnic groups; ask why these

differences exist and test the explanations given; review the effectiveness of current

targets and objectives; decide what further action will be necessary to meet

particular needs and to improve the

performance of pupils from different ethnic groups (which might include positive action); re-think and set targets in relevant strategic plans; make links with performance management objectives which will include information

about quality as well as quantity; and

take action to make improvements.

8. Assessing the impact of policies

As a school we assess the impact of this and other policies on pupils, staff and parents from different groups. We assess whether the policies have, or could have, an adverse impact on the attainment levels of pupils from different racial groups. We assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

The questions which follow below are used by us to assess our policies in most areas, including:

employment, promotion, training and career development;

involving parents and guardians in the school;

making sure that the curriculum prepares pupils for life in a multi-ethnic society; and

dealing with discriminatory incidents.

The main questions for assessing the impact of all our school's policies - giving special attention to pupils attainment levels - include the following:

1. Do we help all our pupils to achieve as much as they can, and get the most from what is on offer, based on their individual needs?
2. Which groups of pupils are not achieving as much as they can? Why not?
3. Are we making sure that our policies are not having an adverse impact on pupils, parents or staff from some racial groups?
4. How do we explain any differences? Are the explanations justified? Can they be justified on non-racial grounds, such as English as an additional language issues?
5. Does each relevant policy include aims to deal with differences in pupils' attainments (or possible differences) between ethnic groups? Do our policies lead to action to deal with differences that have been identified (for example, extra coaching for pupils, or steps to prevent racist bullying)?
6. What are we doing to raise standards and promote equality of opportunity for pupils who seem to be underachieving and who may need extra support?
7. What are we doing as a school to prepare pupils for living in a multi-ethnic society? How do we promote race equality and harmony and prevent or deal with racism?
8. Can any action we take be traced back to individual policy aims and related targets and strategies?
9. Is the action taken appropriate and effective? Are there any unexpected results? If so, how are they being handled?
10. Does each relevant policy include aims to promote race equality and harmony, prevent or challenge racial discrimination, and deal with differences (or possible/perceived differences) between racial groups?
11. Do the policy's aims lead to effective action?
12. What changes does the school need to make to relevant policies, their aims and any related targets and strategies?

To answer these questions, we, as a school, will be:

collecting and analysing relevant monitoring and other data

talking to pupils, parents and staff to find out their needs and opinions; and carrying out surveys or special research.

We will use the results of these assessments to:

re-think our race equality aims, targets and strategies (where necessary);

and influence and guide our planning and decision-making.

We, as a school, will consider the views and needs of parents, staff and pupils from different groups. We will explain to the groups concerned what the school is doing and why. We will look at how we could communicate better (formally and informally) with pupils, parents and staff from different racial groups and involve them in planning and decision-making