



Equalities Policy

December 2025

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1. Introduction and Our Vision

At Jubilee Primary School, we recognise that all members of our school community have an equal right to develop towards their full potential. Everyone is valued and respected as an individual with their own abilities, backgrounds, differences, attitudes and experiences. We recognise the contribution made by the school, wider community and all individuals.

Our 'Golden Rule' of "Love your neighbour as yourself" is consistently maintained within our school and underpins our commitment to equality, diversity and inclusion.

We are committed to ensuring that equality of opportunity is available to all members of the school community. For us, this means that we will not discriminate against anyone on the basis of any protected characteristic.

2. Legal Framework

This policy is based on the **Equality Act 2010**, which replaced previous anti-discrimination laws with a single Act. The Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

2.1 Protected Characteristics

The Equality Act 2010 protects people from discrimination based on the following protected characteristics:

- Sex
- Race
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Disability
- Age (in relation to employment only)
- Marriage and civil partnership (in relation to employment only)

Note: Age and marriage/civil partnership are protected characteristics in relation to employment but do not apply to pupils, even if they are over 18.

2.2 Forms of Discrimination

We are committed to eliminating the following forms of discrimination:

Direct discrimination - intentionally treating someone less favourably due to a protected characteristic.

Indirect discrimination - where a policy or practice, though applied equally to all, has a disproportionate impact on a group sharing a protected characteristic.

Harassment - unwanted conduct related to a relevant protected characteristic (disability, race, sex, pregnancy and maternity) which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Harassment related to religion or belief, sexual orientation or gender reassignment is treated as direct discrimination.

Sexual harassment - unwanted conduct of a sexual nature which has the purpose or effect described above.

Victimisation - treating someone unfavourably because they have taken action under the Equality Act 2010 or supported someone else in doing so.

Discrimination arising from disability - treating someone unfavourably because of something arising as a consequence of their disability.

Any breaches of this policy will lead to appropriate action, which may include disciplinary proceedings.

3. The Public Sector Equality Duty (PSED)

Under the Equality Act 2010, we have a duty to have 'due regard' to the need to:

- **Eliminate** discrimination, harassment, victimisation and other conduct prohibited by the Act
- **Advance** equality of opportunity between people who share a protected characteristic and those who do not
- **Foster** good relations between people who share a protected characteristic and those who do not

3.1 What 'Due Regard' Means

Having 'due regard' means that whenever we make a significant decision or develop a policy, we give thought to the implications for equality. This involves:

- Demonstrating awareness of our duties under the Equality Act 2010
- Assessing the impact any decision or action will have on people with protected characteristics
- Considering equality implications when developing and approving policies
- Carrying out these analyses seriously, rigorously and with an open mind
- Taking responsibility ourselves as a school - we cannot delegate this duty

We keep written records to demonstrate we have considered our equality duties, though this is not a legal requirement.

4. Equality Objectives

We are required to publish specific and measurable equality objectives at least every four years. Our current equality objectives are:

[Insert your specific, measurable equality objectives here. These should be based on your school's context and data analysis. Examples might include:]

1. To continue to monitor and analyse pupil achievement by protected characteristics and implement targeted interventions to close any gaps identified
2. To ensure that the curriculum reflects diverse cultures, beliefs and experiences, and challenges stereotypes
3. To increase staff understanding of equality issues through regular training and development
4. To ensure that our school environment is fully accessible to all pupils, staff, parents/carers and visitors with disabilities

Progress towards these objectives will be reviewed annually and published on our school website.

5. Roles and Responsibilities

5.1 The Trust Board Will:

- Ensure that the school complies with the Equality Act 2010 and meets its obligations under the PSED
- Ensure that this policy and its related procedures and strategies are implemented effectively
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans
- Ensure that the school's admissions arrangements do not discriminate in any way
- Ensure equal opportunities in staff recruitment and promotion practices, professional development programmes and in membership of the governing board
- Monitor and evaluate the effectiveness of this policy annually
- Monitor education outcomes, incidents of harassment and discrimination, attendance patterns, exclusions and referrals by a range of criteria including protected characteristics
- Publish equality information and objectives at least every four years

5.2 The Headteacher Will:

- Implement this policy and its related procedures and strategies
- Ensure that all staff understand their responsibilities under this policy and receive appropriate training and support
- Take appropriate action in cases of discrimination, harassment or victimisation
- Monitor the policy's effectiveness and report to the Trust Board annually

5.3 All Staff Will:

- Promote an inclusive and collaborative ethos in their practice
- Deal with incidents of discrimination, harassment and victimisation in line with school procedures
- Identify and challenge bias and stereotyping
- Promote equality and avoid discrimination in all aspects of their work
- Keep up to date with equality legislation and its application by attending training
- Support pupils in their class for whom English is an additional language

5.4 Pupils Will:

- Treat others with respect and report any incidents of discrimination, harassment or victimisation to staff
- Support the school's commitment to equality and inclusion

5.5 Parents/Carers Will:

- Support the school's commitment to equality and inclusion
- Inform the school of any concerns relating to equality issues.

6. Reasonable Adjustments for Pupils with Disabilities

We have a duty to make reasonable adjustments for pupils with disabilities to ensure they are not placed at a substantial disadvantage compared to their peers.

Reasonable adjustments may include:

- Changes to policies, procedures and practices
- Provision of auxiliary aids or services
- Changes to overcome barriers created by the physical features of the school (through our accessibility plan)

When deciding what adjustments are reasonable, we will consider:

- The needs of the pupil with a disability
- The effectiveness of the adjustment
- The cost and practicality of the adjustment
- Our resources and the availability of financial or other assistance
- Health and safety requirements
- The interests of other pupils

We will not charge pupils for reasonable adjustments.

7. Accessibility Planning

We have a duty to improve accessibility for pupils with disabilities through our **Accessibility Plan**, which sets out how we will:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment to enable pupils with disabilities to take better advantage of education, benefits, facilities and services
- Improve the availability of accessible information to pupils with disabilities

Our Accessibility Plan is available on our school website and is reviewed regularly.

8. Recruitment and Selection

We are committed to ensuring that our recruitment and selection processes are fair, transparent and comply with equality legislation.

We will:

- Ensure that all job descriptions and person specifications are non-discriminatory and accurately reflect the requirements of the role
- Advertise vacancies widely to attract a diverse range of applicants
- Ensure that shortlisting and interviewing are carried out by more than one person
- Ask interview questions that are related to the requirements of the job and are not discriminatory
- Make recruitment decisions based solely on merit and ability to do the job
- Not disqualify applicants because they are unable to complete an application form unassisted unless personal completion is a valid test of the standard required for the role

- Provide training to staff involved in recruitment to ensure they understand and apply this policy
- Monitor recruitment data by protected characteristics to identify any patterns or issues

All appointments will be carried out in line with safer recruitment requirements and this policy.

9. Promoting Equality Through Teaching and Learning

We are committed to promoting equality through our curriculum and teaching approaches.

9.1 Curriculum

We will:

- Ensure that the curriculum reflects the achievements and contributions of people from all walks of life and diverse backgrounds
- Challenge stereotypes and promote positive attitudes towards diversity
- Use assemblies, PSHE, RE and other curriculum areas to explore different beliefs, cultures and world views
- Ensure that curriculum materials and resources reflect diversity and avoid stereotypes
- Provide opportunities for pupils to develop empathy and understanding of others
- Celebrate diversity in culture, beliefs, gifts and contributions

9.2 Classroom Practice

We will:

- Have high expectations of all pupils regardless of their background or protected characteristics
- Ensure that all pupils have equal access to the curriculum and school activities
- Not use seating arrangements, groupings or activities that reinforce stereotypes
- Monitor the participation and achievement of different groups of pupils
- Provide additional support where needed to ensure all pupils can access learning
- Ensure that teaching approaches are inclusive and meet the needs of all learners
- Use a range of teaching styles and resources to meet diverse learning needs

9.3 Challenging Stereotypes

We will actively challenge stereotyping on the basis of any protected characteristic through:

- Staff modelling inclusive language and behaviour
- Addressing prejudiced comments or behaviour immediately
- Using curriculum content to explore and challenge stereotypes

- Ensuring that displays around school reflect diversity and challenge stereotypes
- Monitoring the use of facilities and resources to ensure equal access
- Ensuring that school uniform policies allow all pupils to participate fully in school life

10. Addressing Prejudice-Related Incidents

We are opposed to all forms of prejudice and recognise that children and staff who experience any form of prejudice-related discrimination may fare less well.

We will:

- Ensure that pupils and staff are aware of the impact of prejudice
- Take all reports of prejudice-related incidents seriously
- Address incidents immediately using a restorative approach where appropriate
- Record and monitor all prejudice-related incidents
- Report serious incidents to the Trust Board
- Provide support to victims and perpetrators
- Use incidents as learning opportunities to promote understanding

All staff are responsible for dealing with prejudice-related incidents and must report them in line with school procedures.

11. Supporting Pupils with Specific Needs

11.1 Pupils with Special Educational Needs and Disabilities (SEND)

We recognise that pupils with SEND may be more vulnerable to discrimination and require additional support. We will:

- Ensure that pupils with SEND have equal access to the curriculum through reasonable adjustments
- Work closely with parents/carers, external agencies and specialists
- Provide appropriate training for staff
- Monitor the progress and wellbeing of pupils with SEND
- Consider the needs of pupils with SEND when developing policies and procedures

11.2 Pupils for Whom English is an Additional Language (EAL)

We undertake to make appropriate provision for all bilingual learners to ensure access to the whole curriculum. We will:

- Assess pupils' English language proficiency accurately and regularly
- Provide targeted support to develop English language skills
- Celebrate and respect home languages
- Use visual aids, practical activities and other strategies to support understanding
- Ensure that pupils learn to read using systematic synthetic phonics as soon as possible
- Provide opportunities for pupils to talk with staff and peers during lessons
- Not lower our expectations of pupils with EAL.

11.3 Looked-After Children and Previously Looked-After Children

We recognise that looked-after children and previously looked-after children may face additional challenges. We will:

- Ensure that our designated teacher for looked-after children fulfils their responsibilities
- Work closely with social workers and virtual school heads
- Prioritise the educational progress and wellbeing of these pupils
- Ensure that personal education plans are in place and reviewed regularly.

11.4 Young Carers

We recognise that young carers may face additional pressures. We will:

- Identify young carers and offer appropriate support
- Work with families and external agencies to ensure pupils can access education
- Make reasonable adjustments to support attendance and participation.

12. Supporting Staff

12.1 Staff with Disabilities

We have a duty as an employer to make reasonable adjustments for staff with disabilities. We will:

- Work with staff to identify what adjustments are needed
- Make adjustments that are reasonable given our resources and circumstances
- Ensure that staff with disabilities are not disadvantaged in recruitment, promotion or professional development
- Provide appropriate training and support.

12.2 Protection from Sexual Harassment

We must take reasonable steps to prevent sexual harassment of staff. We will:

- Provide clear policies and procedures
- Ensure all staff understand what constitutes sexual harassment
- Take all reports seriously and investigate promptly
- Take appropriate action against perpetrators
- Support victims.

12.3 Staff Training

All staff will receive training on:

- The Equality Act 2010 and protected characteristics
- Their responsibilities under this policy
- How to identify and challenge discrimination
- How to promote equality and inclusion in their practice.

13. Supporting Parents/Carers with Disabilities

When acting as a service provider (for example, at parents' evenings, school plays or other events), we have a duty to make reasonable adjustments for parents/carers with disabilities.

We will:

- Consider in advance what adjustments may be needed
- Consult with parents/carers about their needs
- Make reasonable adjustments such as providing sign language interpreters, ensuring accessible venues, or providing information in alternative formats
- Fund these adjustments from our school budget.

14. Monitoring and Review

14.1 Publishing Equality Information

We will publish information annually to demonstrate how we are complying with the Public Sector Equality Duty. This will include:

- Data on the school population by protected characteristics
- Information about how our policies, procedures and practices impact on pupils, staff and parents/carers with different protected characteristics
- Progress towards our equality objectives
- Information about any equality issues that have arisen and how we have addressed them

This information will be published on our school website.

14.2 Monitoring

We will monitor and analyse:

- Pupil progress, attainment and achievement by protected characteristics
- Attendance and punctuality by protected characteristics
- Exclusions and behaviour incidents by protected characteristics
- Participation in extended school activities by protected characteristics
- Prejudice-related incidents
- Staff recruitment, retention, promotion and professional development by protected characteristics
- Parental engagement by protected characteristics

This data will be reviewed regularly by the senior leadership team and Trust Board to identify any patterns or issues and inform action planning.

14.3 Policy Review

This policy will be reviewed at least every four years, or sooner if there are changes to legislation or guidance. The review will include:

- Consultation with staff, pupils, parents/carers and the Trust Board
- Analysis of monitoring data
- Evaluation of progress towards equality objectives
- Consideration of any equality issues that have arisen.

15. Links to Other Policies

This policy should be read in conjunction with our:

- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Staff Recruitment Policy
- Staff Discipline Policy
- Complaints Policy

16. Equality Impact Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils, staff and parents/carers with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Public Sector Equality Duty

EQUALITY STATEMENT

At Jubilee Primary School, we are committed to the development of cohesive communities both within our school setting and within our local, national and global environments. Our school embraces the goal of working together with others to improve outcomes for our children's learning and wellbeing. We believe that all our children are valued and respected, and that diversity and personal identity are a strength which should be respected and celebrated by all those who learn, teach and visit us in and around our school community. It also ensures that we recognise and celebrate the differences that exist amongst us, that we treat all people fairly and that we strive to eliminate discrimination wherever it exists.

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

The Act introduced requires all schools to comply with the Public Sector Equality Duty and two specific duties.

In complying with this duty, Jubilee primary School is therefore committed to promoting strategies, opportunities, policies and procedures that will help us:

- eliminate discrimination, harassment, victimisation;
- remove or minimise disadvantages;
- take steps to meet different needs;
- encourage participation when it is disproportionately low;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

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

The Two “specific duties” requires us to:

- Publish information to show compliance with the Equality Duty
 - Publish Equality Objectives at least every 4 years which are specific and measurable
- 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.

Equality Statement:

Our Equality Statement is based on the principles above and aims to ensure that: ‘All pupils and members of staff at our School are provided with opportunities to fulfil their potential whatever their sex, race, colour ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.’

We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations.

Our objectives are:

- The attainment difference between PP and non PP pupils begins to diminish in all subjects
- Enhance staff expertise in supporting children with English as an additional language (EAL) to improve outcomes for our increasingly diverse pupil community
- Provide tailored provision so that SEN pupils make good or better progress from their starting points.

Trustee approval and review dates

Changes since last policy version

Version	Date	Amendment
	December 25	Revised Policy

Approval

This policy was reviewed and accepted by the Board of Trustees at its meeting in December 2025

This policy is due for review in Autumn 2026.