



## Oakley Infant School Equality Policy (including Equality Information and Objectives)

*Thrive, strive and achieve together.*

Article 8- Protection and preservation of identity.

### Introduction

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture.

For staff and prospective staff, this policy should be read in conjunction with the school's Employment Equality Policy.

### National and Legal Context

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, gender (including issues of transgender), maternity and pregnancy, religion and belief, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

### School Context

Oakley Infant School is situated to the west of Basingstoke about 5 miles from the centre of town. It shares a site with Oakley Junior School and shares extensive school grounds. The Infant school was graded good by Ofsted in February 2023.

The school's success is based on a commitment to provide a broad and balanced curriculum promoting high standards of achievement for all. Learning is exciting and delivered through a well-planned, sequential learning journey where the development of the whole child is at the centre.

The school is a two-form entry infant school with 180 children on roll. The pupil admission number is 60.

**Gender Breakdown**

Autumn 2023	Male	Female	Total
Year R	34	26	60
Year 1	27	26	52
Year 2	28	34	62

**First language**

English as first language	English as an additional language
169	5

**Ethnicity**

White British	Other	Refused
146	27 (2022-16)	1

**Principles**

To fulfil our legal obligations, we are guided by a number of principles.

**1. All pupils, families and staff are of equal value**

We see all pupils, potential pupils, their parents and carers, and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age
- Whether or not English is their first language

**2. We recognise and respect difference**

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Disability – we understand that reasonable adjustments may need to be made
- Gender (including all gender identities) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we acknowledge that reasonable requests in relation to religious observance and practice may need to be made and complied with

- Ethnicity and race – we appreciate that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff, parents and carers
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

### **3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging**

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

### **4. We observe good equalities practice in relation to staff**

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

### **5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

### **6. We consult and involve to ensure views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

## **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

## **8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

## **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

### **Application of the principles within this policy statement:**

The principles outlined in the policy statement will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider school community

### **Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

### **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

**Date approved by the Governing Body: 7 July 2020**

**Date for policy review: July 2024**

## Equalities Information

## Appendix A

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- focus groups
- parent questionnaires
- involvement of the student council
- staff survey
- contact with parents representing pupils with particular protected characteristics

### Pupil-related data

**There was not any statutory testing in Key Stage 1 in 2020 and 2021. The data below is for the first testing period in July 2022. This data set was subject to moderation by the Local Authority.**

Attainment at end of KS1 by gender

#### Reached EXS

Subject	Girls %		Boys %		EAL %		Ethnic Group %		Disadvantaged %	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Reading	90	87.1	60	81.5	67	50	67	100	67	71%
Writing	90	84	47	70	33	50	100	100	68	85.7
Maths	86	84.4	77	81.5	100	0	100	100	50	71.4

#### Reached GDS

Subject	Girls		Boys		EAL %		Ethnic Group %		Disadvantaged %	
	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
Reading	27	33	7	22	33	0	15	25	0	0
Writing	7	3.7	0	3.1	0	0	0	0	0	0
Maths	20	25	20	29	33	0	25	25	0	0

Attendance for the whole school in 2021-2022 93.65%, a drop of 3.9% on the previous year

- the attendance for boys was 94.23%
- the attendance for girls was 93.16%
- the attendance for EAL was 93.44%
- the attendance for English as a first language was 93.65%
- the attendance for disadvantageded was 90.98%
- the attendance for white British children was 93.69%
- the attendance for children from ethnic minority groups was 93.27%

Attendance for the whole school in 2022-2023 95.5%, a rise of 1.85% on the previous year

- the attendance for boys was 95.69%
- the attendance for girls was 95.33%
- the attendance for EAL was 96.15%
- the attendance for English as a first language was 95.5%
- the attendance for disadvantageded was 92.15%
- the attendance for white British children was 95.74%
- the attendance for children from ethnic minority groups was 93.51%

*All groups improving attendance from 2022 to 2023*

#### SEN

Aut 2022	EHCP (2)	SEN Support (18)	Not SEN Support
%	1.2%	10%	88.4%
EAL	0%	.64%	75%
White British	.64%	10.9%	79.8%
Ethnicity not white British	.64%	.64%	6.94%

Aut 2023	EHCP (6)	SEN Support (17)	Not SEN – (151)
% Tot- 13%	3.45%	9.7%	87%
EAL	2.3%	0%	2.3%
White British	2.3%	8.6%	73.6%
Ethnicity not white British	1.1%	1.1%	13.2%

**Complaints and Incidents of discrimination or bullying**

None reported.

**Staff data**

*As a school with less than 150 members of staff the Governing Body are not required to publish information in relation to the staff.*

### **Other information**

The school has published various policies on the school's internet site <https://www.oakley-inf.hants.sch.uk/>

These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

**Date of publication of appendix A:** *Autumn 2023*

**Date for review and re-publication:** *Autumn 2024*

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.*

## Equality Objectives

## Appendix B

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under 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

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

- To narrow the attainment gap in reading for children with English as an additional language so that the gap is closed between those children with EAL and all others
- To improve the attendance of disadvantaged and vulnerable children to be in line with the school attendance target of 97%

**Date of publication:** July 2020

**Date for review and re-publication:** July 2024

*NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.*

Agreed by FGB  
Review by Resources

7 July 2020  
July 2024