



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 space for 180 children on roll. The pupil admission number is 60.

Gender Breakdown

Autumn 2025	Male	Female	Total
Year R	25	35	60
Year 1	34	27	61
Year 2	34	27	61

First language

English as first language	English as an additional language
172	10

Ethnicity

White British	Other	Refused /Info not obtained
133	29	20

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 is no longer statutory testing at the end of Key Stage 1 from July 2024. Attainment is measured through teacher assessment.

Attainment at end of KS1 by gender

Reached EXS

Subject	Girls %		Boys %		Disadvantaged %		EAL %	
	2024	2025	2024	2025	2024	2025	2024	2025
Reading	91	84.6	82	85.7	100	0	83	50
Writing	82	80.8	67	75	100	100	67	33.3
Maths	82	73.1	85	85.7	100	0	50	33.3

For some characteristics the data set is too small to be statistically significant.

Reached GDS

Subject	Girls		Boys		EAL %		Disadvantaged %	
	2024	2025	2024	2025	2024	2025	2024	2025
Reading	41	38.5	30	39.3	0	0	50	0
Writing	7	19.2	7	10.7	0	0	17	0
Maths	21	19.2	26	28.6	0	0	33	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 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 disadvantageded was 92.15%
- the attendance for white British children was 95.74%
- the attendance for children from ethnic minority groups was 93.51%

Attendance for the whole school in 2023-2024 95%, a decrease of .5% on the previous year

- the attendance for boys was 95.5%
- the attendance for girls was 94.5%
- the attendance for EAL was 97%
- the attendance for disadvantageded was 91.5%
- the attendance for white British children was 95.7%
- the attendance for children from ethnic minority groups was 92.14%

Attendance for the whole school in 2024-2025 - 96.07%, an increase of 1% on the previous year

- the attendance for boys was 96.1%
- the attendance for girls was 96.03%
- the attendance for EAL was 95.91%
- the attendance for disadvantageded was 94.8%
- the attendance for white British children was 96.2%
- the attendance for children from ethnic minority groups was 95.54%

Attendance across most characteristics has increased from 2024 to 2025.

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%

Aut 2024	EHCP (5)	SEN Support (23)	Not SEN – (147)
% Tot- 16%	2.86%	13%	84%
EAL	0.6%	1.7%	0.57%
White British	2.3%	9.71%	69.71%
Ethnicity not white British	.6%	3.4%	8%

Aut 2025	EHCP (7)	SEN Support (32)	Not SEN – (136)
% Tot- %	4	18.2	77
EAL	.6	1.7	2.25
White British	2.3	6.25	67.4
Ethnicity not white British	1.2	4	9

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 2025*

Date for review and re-publication: *Autumn 2028*

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 improve the attendance of disadvantaged and vulnerable children to be in line with the national attendance target of 95%
- To improve attendance for all groups of children to increase the whole school attendance.

Date of publication: Autumn 2024

Date for review and re-publication: Autumn 2028

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

Aut 2024
Aut 2026