

# OAKWOOD INFANT AND NURSERY SCHOOL

## Equality Policy

Review Date	December 2025
Reviewed by	Governing Body
Review Cycle	Every 4 Years
Next review due	December 2029

Signed :.....

Name :.....  
on behalf of the Governing Body of Oakwood Infant and Nursery School

The school is required to hold and publish information about how we comply with the Public Sector Equality Duty.

This is addressed within the policy below.

### **A brief description of our school**

Oakwood Infant and Nursery School is a large Infant School for girls and boys aged 3 – 7. The school community represents a variety of different nationalities, cultures and interests and provides a rewarding blend of understanding and respecting difference.

### **School vision and values**

We are...

**Ready** to listen; to learn; to make good choices;

**Respectful**, understanding we are all different; looking after each other; looking after our school; showing kindness; listening to each other;

**Safe**, because we make good choices; play with kindness; play in safe places.

Establishing trusting and respectful relationships is the key to all we do at Oakwood Infant and Nursery School. They take time, patience and something we call "bothered-ness." That means taking the time to listen and take notice of each child and what is important to them, ensuring they feel valued and that they belong.

The reward is an individual who feels safe, secure, confident, knows they have a vital role to play in our community and are able to be the best versions of themselves.

We aim to achieve this through:

- Meeting and greeting EVERY child with positivity and a smile.
- Persistently recognising children making good choices.
- Relentlessly working to build mutual trust, never giving up.
- Always behaving with humility and compassion.

Our behaviour expectations are based on positive action, which is recognition and reward. We work to develop and encourage empathy and responsibility, allowing children to grow with understanding.

### **Legal Duties**

As a school we welcome the duties under the Equality Act 2010. The general duties are to

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees, not service provision)
- Disability
- Ethnicity
- Gender
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to

- Publish equality information
- Prepare and publish equality objectives

To do this we will collect data related to the protected characteristics above and analyse it to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions'
- Attendance
- Attainment
- Exclusions/suspensions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above. However, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome 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.

In fulfilling our legal obligations we will be guided by seven core statements:

1. All learners are of equal value.  
We see all learners, and their parents and carers, as of equal value.
2. We recognise, welcome and respect diversity.  
We treat people equally but not the same. We take account of differences of life-experience, outlook and background.
3. We foster positive attitudes and relationships, and a shared sense of belonging.  
We intend that our policies, procedures and activities will promote positive attitudes, positive interaction and mutual respect between people.
4. We observe good equality practice, including staff recruitment, retention and development.

We ensure that policies and procedures will benefit all employees and potential employees. We value our staff for their ability and potential to help us make the best possible provision for the children in our school.

5. We aim to remove existing inequalities and barriers.

We take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that already exist. We put this into practice with our children and staff by:

- Using PSHE lessons to promote friendship and respectful relationships, and to promote understanding of a range of religions or cultures (also covered in Religious Education)

6. We consult and involve widely.

Oakwood Infant and Nursery School will consult with pupils and staff through the following methods of communication:

- Questionnaires
- Pupil voice

7. We strive to ensure that society will benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life.

### **Links to other documents**

Please also see:

- Behaviour and Anti-bullying policy
- SEND policy
- Admissions policy
- Accessibility plan
- Anti-bullying Policy
- Behaviour Policy
- Safeguarding Policy
- Sex and Relationships Education Policy

Policies on recruitment and selection are available to anyone considering working for the school.

### **What we do to eliminate discrimination, harassment and victimisation:**

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to use facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

## **Behaviour, Exclusions and Attendance:**

The school's policies on Pupil Discipline & Anti-Bullying and Attendance take full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability. We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

## **Addressing prejudice and prejudice based bullying**

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs - prejudices around race, religion or beliefs - prejudices around gender and sexual orientation. Staff are made aware of how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

## **What we do to promote equality of opportunity between different groups:**

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings and home visits prior to entry into EYFS
- We collect, analyse and use data in relation to attendance and exclusions of different groups.
- We use a range of teaching strategies that ensures we meet the needs of all pupils.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- Our school has accessibility plans that are renewed every 3 years when a significant change has taken place.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

## **Monitoring**

- Our attainment records, including attainment and progress of vulnerable groups are monitored at Governor level.
- Attendance data is scrutinised at Governor level, with specific regard to vulnerable groups
- Data regarding exclusions and behaviour is scrutinised at Governor level.
- We have a rolling programme for reviewing school policies.
- The implications for equalities in new policies and practices are considered before they are introduced.
- Minutes of meetings are kept where equalities issues are discussed.
- Carry out and analyse termly Pupil Voice meetings to ensure that the child's view is heard.

**In order to ensure that the work we are doing on equalities meets the needs of the whole school community we;**

- Review relevant feedback from parent questionnaires and parents' evening,
- Secure and analyse responses from staff surveys, staff meetings and training events
- Review feedback and responses from the children and groups of children from the School Council and Pupil Voice
- Ensure that we secure responses and feedback at Governing Body level

### **Reviewing this policy**

We review the information about equalities in the policy every four years and make adjustments as appropriate. Further amendments may occur with changes in legislation or as the need arises.

### **The Governing Body**

The school's governing body ensures that this policy and its related procedures and action plans are implemented. The governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Equalities objectives are set every four years by the school.

### **The Headteacher**

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination and reporting these as appropriate.

### **Teaching and Support Staff**

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils irrespective of race, religion, gender, economic background, disability etc.
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work.

### **Visitors**

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

We will publish this policy on our website to enable them to do this.

## **Equal Opportunities for Staff**

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer our school strives to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### **Publishing the policy**

Once approved by the Governing Body, this policy will be published on the school website.

A paper copy is held by the Headteacher and a further copy is available on the staffroom noticeboard.

### **Complaints**

Complaints arising from the operation of this policy will be dealt with in line with the school's complaints procedure