

# Oatlands School



## Equality Policy and Objectives

Date of last review: Autumn 2024

Date of next review: Autumn 2026

# *Living our Values, Learning for Life*

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## 1. Aims

Oatlands school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Our school aims to promote respect for difference and diversity in accordance with our 22 values.

The protected characteristics as listed in the Equality Act 2010 are:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

**The governing body will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated **at least every year**, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

**The Head Teacher will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

**All school staff** are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

#### **4. Eliminating discrimination**

Oatlands school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by pupils that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Providing interventions for pupils for whom English is an additional language
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of after school activities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our values-based curriculum. This includes teaching in RE and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies linked to the 22 values dealing with relevant issues.

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school visits to different places of worship.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **7. Equality considerations in decision-making**

Oatlands school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school visit or activity is being planned, the school considers whether the visit is accessible to all pupils.

The school keeps a written record to show we have actively considered our equality duties and asked ourselves relevant questions ahead of finalising any school visits. This is recorded within the visit risk assessment by the member of staff leading the visit.

## **8. Equality objectives – How Oatlands ensures equality at school**

### **To promote equality through the curriculum**

We provide **all** pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this, we ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the School;
- There are opportunities in the curriculum to explore concepts and issues related to identity and equality;
- We promote attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

### **To ensure achievement for all**

There is a consistently high expectation of **all** pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;

- It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

### **To promote equality through the ethos and culture of the school**

- At Oatlands School, we are aware that those involved in leadership of the school community are instrumental in demonstrating mutual respect between all members of the Oatlands' community;
- There is a feeling of openness and tolerance which welcomes everyone to the school;
- All adults will be expected to model school values;
- The children are encouraged to understand and use their values and treat everyone with respect;
- The displays around the school are of a high quality and reflect diversity across all aspects of equality;
- Reasonable adjustments are made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all children;
- Children are given an effective voice, for example through a School Council and through pupil surveys, which regularly seek the views of the child;
- Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

### **To promote equality through staff recruitment and professional development**

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

### **To promote equality through countering and challenging harassment and bullying**

- The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors;
- The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Head teacher);

- The school reports incidents to governors.

### **To promote equality through partnerships with parents/carers and the wider community**

Oatlands School aims to work in partnership with parents/carers. We:

- Act to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the school;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that parents/carers of newly arrived pupils e.g. EAL, traveller or pupils with disabilities are made to feel welcome.

## **9. Equality objectives – Specific focus objectives**

### **Objective 1 - Improve the learning environment for those pupils with any hearing impairments or noise related sensitivities.**

Currently the noise levels in the hall can be very loud especially at lunch time making it difficult for some children with hearing impairments or sensitivities to noise. We will look to improve the noise and background levels in the hall to ensure all children can access assemblies, lunch time and any other activities in the hall. We will do this by installing acoustic absorbers (which will be funded by the PTA) to reduce the background noise. The aim is to have this completed by the end of the Spring term. We will carry out a survey with pupils, staff and parents to measure the impact of the acoustic absorbers.

### **Objective 2 - Increase % of our Pupil Premium recipients attending before and after school clubs/activities**

Oatlands will increase the % of our Pupil Premium recipients attending any of our before and after school activities to 100%. We aim to do this by making the places fully funded, and will seek funding to cover these activities through local charities. The aim is to be able to offer fully funded places to all Pupil Premium recipients by the summer term 2025, and ensure this is communicated to all families of our Pupil Premium recipients.

### **Objective 3 - Increase parental/carer engagement of our Pupil Premium recipients**

Currently less than 50% of our Pupil Premium recipient families attend in school engagements such as workshops, curriculum evening etc. We aim to increase this % by meeting with the parents/carers to identify what the barriers are to attending these in school engagements and discuss how we can help to overcome them together. A potential option to increase the % who attend in school engagements in the evenings would be to offer childcare to enable them to the parents/carers to attend. Ultimately our aim is to reach 100% engagement

and we will continue to monitor the level of engagement on a termly basis.

Children living in low-income families are more likely than their peers to be born with inherited SEND, more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND categories while at school - see the Joseph Rowntree Foundation Report linked here [Special educational needs and their links to poverty](#) . Therefore, focussing 2 of our objectives on our pupil premium recipients and their families/carers is of utmost importance.

## **10. Monitoring arrangements**

The Head Teacher will update the equality information we publish, at least every year.

This document will be reviewed by the curriculum committee at least every 4 years.

This document will be approved by the curriculum committee.

## **11. Links with other policies**

This document links to the following policies:

- Accessibility plan
- Educational visits policy
- SEND policy
- Behaviour policy