



Oakridge Schools Federation School Equalities Policy

(including Equalities Information and Objectives)

Approved by:	Full Governing Body
Review frequency:	Annually
Date last approved:	Spring 2025
Next review date due:	Spring 2026

UNCRC:

Article 2 - The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from

Article 23 - Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

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.

Duties under The Equality Act

We recognise that we have duties under the Equality Act 2010 in relation to the school community to eliminate discrimination. Essentially it is illegal to discriminate against children and adults from those groups which have 'protected characteristic', or against children who have an association with someone with these characteristics (e.g. a parent). These are:

- Disability
- Race
- Gender
- religion/belief
- Age
- Pregnancy/maternity
- Sexual orientation

- Gender reassignment
- Marriage or civil partnership

Some children will have temporary or long-term challenges that are not one of the 'protected characteristics' by Law, but which also deserve support and understanding from the school community. These include pupils who:

- Have special or additional educational needs
- Are 'looked after' by the local authority or recently adopted
- Receive free school meals
- Are on the child protection register
- Come from service families
- Are from of traveller families
- Are young carers

We seek to treat children who are vulnerable in these ways just as we would children from one of the named equality groups.

The Equality Act 2010 has three clear themes:

- The elimination of discrimination, harassment and victimisation
- The advancement of equality of opportunity
- The fostering of good relations

Oakridge Schools' Context

Oakridge Junior School Characteristics			
	2022	2023	2024
School number on roll	Above average 351	Above average 345	Above average 347
School %FSM	Close to average 23	Above average 28	Close to average 24
School % SEND support	Well above average 22	Well above average 23	Well above average 22
School % EHC plan	Above average 2.8	Well above average 4.1	Above average 3.2
School % EAL	Above average 25	Above average 28	Well above average 33
School % stability	Well above average 92	Well above average 92	Well above average 90

Oakridge Infant School Characteristics			
	2022	2023	2024
School number on roll	Above average 338	Above average 332	Above average 336
School %FSM	Close to average 18	Below average 17	Close to average 18
School % SEND support	Well above average 24	Well above average 25	Well above average 28
School % EHC plan	Close to average 1.5	Well above average 3.9	Above average 4.2
School % EAL	Well above average 35	Above average 29	Above average 32
School % stability	Above average 87	Well above average 90	Well above average 92

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

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 note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note 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 the 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: Spring 2025

Date for policy review: Review Appendices annually, policy review by September 2025
Our school must re-publish equality information contained in Appendix A annually.

All schools must review their equality objectives (contained in Appendix B) four years after publication, but are encouraged (in accordance with principle 9) to review progress towards these objectives annually having reference to relevant aspects of the annual equality information.

The governors will review the policy in a cycle of 4 years, coinciding with the review of objectives. A shorter cycle may be deemed necessary due to the circumstances of the school or if the annual review of the equality information prompts a shorter cycle.

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:

- parent questionnaires
- pupil questionnaires
- involvement of the school council
- staff survey
- contact with the local community and disability organisations

Pupil-related data

NOTE: Care must be taken not to enable the identification of individual pupils or families within the data published. The DfE's non- statutory guidance on the Equality Act advises that schools should consider (but are not obliged by) the DfE position on confidentiality which means that where information relates to fewer than 3 people, it is not generally published.

Information	Evidence and commentary	
KS2 – Expected standard in Reading, Writing and Maths (2024)	75%	
KS2 – at standard in Reading	107.3 scaled score girls	105.9 scaled score boys
KS2 – at standard in Writing	104.3 scaled score girls	103.4 scaled score boys
KS2 – at standard in Maths	106.7 scaled score girls	108.8 scaled score boys
SEND register as at September 2024	Currently 28% of our children are registered for SEN interventions	
Attendance 2023-2024	There is nothing to highlight for overall absence in 2023/2024 compared to all schools or schools with a similar level of deprivation. There is nothing to highlight for persistent absence in 2023/2024 compared to all schools or schools with a similar level of deprivation	
Participation in After School Clubs as at January 2024	60% of pupils who attend after school clubs have an ethnic background other than White British. 50% of Pupil Premium pupils attend at least one club in a school year.	

Staff data

Our school has fewer than 150 staff and the Governing Body is not required to publish information in relation to our staff as to do so may allow for individuals to be identified. As a school, we are still required to review information on the characteristics of our workforce to enable us to consider the impact of the school's policies and practices on particular characteristics and to determine whether objectives need to be set in relation to the staff.

Other information

Information	Evidence and commentary
Parental Questionnaire Response	There were 455 responses (Spring 2024). Due to the entire anonymity of the questionnaire at present it is not possible to discern differences between FSM, ethnic groups or gender.
Attendance at parents evenings 2024-25	99.5 % of parents attend parents evening No significant differences observed between FSM, ethnic groups or gender.
Governor representation as at September 2024	43% Male, 57% Female, 85% White British
Volunteers as at September 2024	80% Female, 20% male, 5 Regular volunteers of which 60% are White British (daily/weekly) For visits etc. we do often encourage fathers/male guardians to participate.

Qualitative information

The school has published various policies on the school's internet site. These policies evidence the school's commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: Spring 2025

Date for review and re-publication: Spring 2026

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

Equality Objectives

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

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
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We have also involved staff, pupils, parents and others in the following ways:

- parent consultation
- involvement of the school council
- staff consultation
- contact with the local community and disability organisations

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

Objective 1:

To ensure that all children continue to learn about and respect different religions in our world and respect the differences between them.

- Ensure RE curriculum is broad and incorporates an awareness of different cultures but particularly those present in our schools
- Ensure the curriculum planning incorporates opportunity to look at different cultures and with regards to beliefs, art, music and literature

Objective 2

Build a curriculum which reflects modern Britain and all of its diversity.

- Review the curriculum and increase the diversity of people studied, books etc
- Celebrate Black History Month
- Review the provision of texts within the library to increase diversity and use stories that challenge perceptions and stereotypes

Objective 3

Improve overall attendance rates across the schools, including vulnerable groups and persistent absence.

- Set up regular meetings for the attendance team to identify and address any concerns
- Monitor the attendance of key individuals

Date of re-publication: Spring 2025

Date for review and re-publication: Review annually with republication by Sept. 2026

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.