



Single Equality Policy 2023

Policy Author	Mr K Hopkins	Date of Approval	25.04.23
Policy Approval	Full Governing Board	Next Review Date	April 2027

Legislation

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as 'protected characteristics').

These are:

- Sex (gender)
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and Civil Partnership
- Age

The Public Sector Equality Duty (PSED) or General Duty requires that all public organisations, including schools should:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The specific duty requires schools to:

- Publish information to show compliance with the Equality Duty
- Publish Equality Objectives at least every 4 years which are specific and measurable

The Act defines four kinds of unlawful behaviour:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Direct Discrimination – this occurs when one person treats another less favourably because of a protected characteristic.

Indirect Discrimination – this occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment – this has a specific legal definition in the Act – it is unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Victimisation – this occurs when a person is treated less favourably than they otherwise would have been because of something they have done with regards to a protected act. A protected act might involve making an allegation of discrimination or giving evidence.

Special provisions for disability – the law on disability discrimination is different from the rest of the Act as it only works one way i.e. it protects disabled people but not people who are not disabled.

We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

This policy explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

Policy Statement

Oldbrook First School and Nursery acknowledges and welcomes, diversity among pupils, staff and visitors. We do not discriminate against anyone, child or adult, on the grounds of their gender, race, age, religion, nationality, sexual orientation or disability. We promote the principles of fairness and justice through the education that we provide.

We want all members to feel a sense of belonging within the school, nursery and the wider community and to feel that they are respected and able to participate fully in school life. We respect the religious beliefs and practices of all staff, pupils, parents and carers.

We ensure that all recruitment, employment, promotion and training policies and procedures are fair to all and provide opportunities for everyone to achieve.

We will make reasonable adjustments, where required, in order to improve access to the school buildings, increase access to the curriculum, and improve delivery of information.

Our school within the Wider Context

Oldbrook First School and Nursery is a two form entry infant school with a nursery class within the Campbell Park district of Milton Keynes and is smaller than the average infant school. Our ethos is based on the statement, 'Together we make the difference' which is central to our vision, values and aims for all. The school has high mobility both in newly arrived pupils and pupils leaving the Oldbrook area.

Attainment on entry is mixed with significant numbers entering with below average levels of attainment, particularly in social and linguistic skills. In March 2023, 76% of pupils were from ethnic minority backgrounds. There are 25 different languages spoken within the school community, 55% of pupils speak English as an additional language with many at the early stages of learning English.

At Oldbrook First School and Nursery we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, age, sexual orientation, pregnancy and maternity or gender reassignment (protected characteristics). We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.



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The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Oldbrook First School and Nursery we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This policy is available for all staff and parents and was written in consultation with key stakeholders.

Aims and Values

The school is committed to:

- being proactive in promoting equality, good relations and tackling unlawful discrimination
- encouraging supporting and enabling all pupils and staff to achieve their full potential
- working in partnership with parents and the wider community to tackle discrimination and establish, promote and disseminate equality good practice
- share our vision, aims and values and actively promote these
- ensuring that all staff, pupils and parents adhere to the principles of this policy

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data of specific groups and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Employer duties

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention
- Continued professional development opportunities for all staff;

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- Senior Leadership Team support to ensure equality of opportunity for all.

Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000 which imposes a positive duty on school to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

Under our specific duty we will:

- Prepare an Equality Plan which includes our written policy for race equality;
- Assess the impact of our policies, including this plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of pupils;
- Monitor the impact our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.
- Celebrating our diversity through curriculum planning and delivery, incorporating anti-racist and multi-cultural perspective in our curriculum;
- Using display to reflect and validate the languages of the community and the life experiences of the children in our schools;
- Ensuring that all staff have access to relevant training;
- Having procedures for recording and reporting incidents of racial harassment and bullying;
- Ensuring that incidents of racial discrimination or racial harassment are dealt with promptly, firmly and consistently and in accordance with the behaviour policy of school;
- Catering for dress requirements of different religious groups and enabling staff and pupils to observe festivals and events relevant to their faith;
- Ensuring that recruitment policies are non-discriminatory and are adhered to.

Disability

This section should be read in conjunction with the schools Special Educational Needs Policy.

The Equality Act 2010 requires us to have due regard to the following duties in all that we do:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is lawful under the Equality Act 2010;
- Eliminating disability related harassment;
- Promoting positive attitudes towards disabled people;
- Encouraging participation by disabled people in public life;
- Taking steps to meet disabled people's need, even if this requires more favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;

- Review and revise this Scheme every three years.

Gender Equality

The Gender Equality Duty places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and must have due regard to:

- Eliminating discrimination and harassment on grounds of sex and/or gender reassignment
- Promoting equality between men and women / boys and girls

Under our general duty we will actively seek to:

- Ensuring that the curriculum is available to all regardless of gender;
- Applying fair and consistent recruitment policies regardless of gender;
- Ensuring that policies relating to staff welfare are consistent and fair to all.

Transgender people are explicitly covered by the Gender Equality Duty. The term refers to people who do not feel comfortable with their birth gender. We will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within our community.

Sexual Orientation, Religion and Belief, Marriage and Civil Partnership, Pregnancy and Maternity

Oldbrook First School and Nursery will not discriminate on these grounds by:

- Ensuring all policies are fair to all and do not treat any person less favourably.

Age

Oldbrook First School and Nursery will not discriminate on these grounds by:

- Ensuring that relevant policies are fair to all and do not treat any person less favourably whether directly or indirectly;
- Not treating a person less favourably due to their age, perception of their age or by association.

Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of key stakeholders. We have achieved this by using the following to shape the plan:

- Feedback from the annual parent questionnaire, parents' evening
- Feedback from the school community equality questionnaire
- Feedback from lessons
- Feedback from EHC annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps.

Single Equality Plan

Oldbrook First School and Nursery has developed a Single Equality Action Plan based on this information.

Review of Progress and Impact

The Plan has been agreed by our Governing Body. In line with legislative requirements, we will review progress against our Equality Plan annually and review the entire plan and accompanying action plan on a four-year cycle.

We make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

Publishing the Scheme

In order to meet the statutory requirements to publish a single Equality Scheme we will:

- Publish our plan on the school website
- Raise awareness of the plan through the school newsletter, assemblies, staff meetings and other communications
- Make sure hard copies are available on request.

Roles and Responsibilities

The Governing Body ensures:

- that the school complies with equality legislation, including the general and specific duties, making reasonable adjustments to provision where necessary to uphold equality law
- that the SES procedures and strategies are implemented
- that a Governor is elected who has lead responsibility for the single equality scheme, and will access training when required
- the equality objectives are reviewed, at least every four years

The Headteacher:

- works with the governing body to ensure that the policy and its related procedures and strategies are implemented effectively
- appoints person(s) responsible for co-ordinating work under the nine protected characteristics
- ensures that stakeholders, including staff are aware of their responsibilities under the scheme and are given appropriate training and support so that they can fulfil their responsibilities
- monitors progress within the SES and provides reports to the governing body
- manages any day-to-day issues arising from the SES whether for pupils or for the school as an employer
- takes appropriate action with staff or pupils who discriminate
- tracks the progress of groups of pupils with protected characteristics

All Staff:

- will be aware of the single equality scheme, actively support it and ensure that any training requirements are reported to the Headteacher
- will deal with incidents of discrimination and know how to identify and challenge bias and stereotyping, as well as being aware of procedures
- will ensure that activities or personal behaviour do not discriminate on any grounds
- will keep up to date with equalities legislation by attending training and information events organised by the school or local authority

Teaching Staff will:

- ensure that pupils from all groups have full access to the curriculum

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- promote equality and diversity through teaching and through encouraging community cohesion

Pupils will:

- be aware of and act in accordance with the SES
- understand the importance of reporting prejudice based incidents

Parents/Carers will:

- have access to the scheme
- be encouraged to support the policy
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy
- have the right to be informed of any incident related to this scheme which could directly affect their child

Visitors and contractors will:

- ensure that they are aware of, and comply with, the school's single equality scheme.

Equal Opportunities for 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.

Oldbrook First School and Nursery Single Equality Plan

Equality Strand	Aim	Action	Monitoring	Responsibility	Time Frame	Milestone / progress
All	The school community are familiar with the principles of the Equality Scheme.	Publish and promote the Equality scheme through the school website, newsletters and staff meetings. Parent workshops (feedback from community questionnaire)	Question about SES in annual parent questionnaire.	Headteacher	April	Parents aware of the SES. Staff are familiar with principles of the SES use them when planning.
All	All pupils make progress including groups and individuals.	Monitor and analyse pupil achievement by race, gender, and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed termly and discussed during SLT meeting. Pupil progress identified in Pupil progress meetings.	Headteacher / Governing Body / Subject Leaders Teachers	Termly	Analysis of teacher assessments / Termly data demonstrates the gap is narrowing for equality groups.
All	Ensure that the curriculum promotes protected characteristics.	Review the curriculum to ensure it promotes role models that pupils positively identify with, which reflects the school's diversity. Review books, authors and core texts.	Increase in pupil's participation, confidence and achievement levels. Curriculum reflects characteristics.	Subject leaders	Sept 2024	Analysis of the curriculum reflects diversity within school.
All	Ensure that displays in classrooms and corridors promote diversity in terms of protected characteristics.	To review displays	Displays reflective of school community	Art Subject Leader	On-going	More diversity reflected in school displays

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Oldbrook First School and Nursery Single Equality Plan

Equality Strand	Aim	Action	Monitoring	Responsibility	Time Frame	Milestone / progress
Race Equality Duty	Ensure all racist incidents are dealt with effectively.	Identify, respond and report racist incidents. Report the figures to the Governing body / Local Authority on an annual basis.	The Headteacher / Governing Body will use the data to respond to any emerging trends.	Headteacher / Governing Body	Reporting annually.	Reports to the FGB.
Disability Equality Duty	Ensure Developing positive attitudes - ensure part of the curriculum in each year raises disability equality issues.	Evaluate curriculum highlighting specific areas.	Headteacher	SENDCo	Annually	Children have awareness.
Religion	To promote and include more diverse cultures within the school community. (Feedback from community questionnaire)	Learn more about cultural/religious celebrations throughout the year to continue to increase pupil awareness and understanding of different cultures.	Feedback from pupils Monitor feedback from parents	Parent Governor	Ongoing	Increased awareness of different cultures and beliefs.
Advance equality of opportunity	To improve the attainment of pupils eligible for FSMs	Collate and analyse data relating to attainment for pupils eligible for FSM. Implement strategies to improve attainment including Pupil premium	Headteacher /SLT to monitor attainment	Headteacher / SLT	Termly	Data shows improved outcomes and the gap narrowing

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Equality and Diversity Consultation Results March 2023 (79 Responses)

Responses per year group

Nursery	12
Reception	37
Year 1	20
Year 2	10



Oldbrook First School and Nursery gives all children equal opportunities.

Strongly Agree	51
Agree	26
Neutral	2
Disagree	0
Strongly disagree	0



100% neutral or above. 97% agree or strongly agree.

Oldbrook First School and Nursery treats everyone fairly.

[More Details](#)

Strongly Agree	52
Agree	24
Neutral	1
Disagree	2
Strongly disagree	0

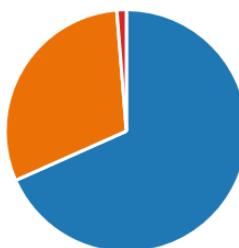


97% neutral or above. 96% agree or strongly agree.

Oldbrook First School and Nursery gives equal value to boys and girls

[More Details](#)

Strongly Agree	54
Agree	24
Neutral	0
Disagree	1
Strongly disagree	0



99% neutral or above. 99% agree or strongly agree.

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Oldbrook First School and Nursery celebrates cultural and religious diversity

[More Details](#)

Strongly Agree	53
Agree	19
Neutral	7
Disagree	0
Strongly disagree	0



100% neutral or above. 92% agree or strongly agree.

Oldbrook First School and Nursery equips my child well for life, promoting the school values and tolerance

Strongly Agree	53
Agree	26
Neutral	0
Disagree	0
Strongly disagree	0



100% agree or strongly agree.

Oldbrook First School and Nursery promotes a positive view of children and adults with a disability

Strongly Agree	48
Agree	28
Neutral	3
Disagree	0
Strongly disagree	0



100% neutral or above. 96% agree or strongly agree.

Oldbrook First School and Nursery's ethos and practices are effective in eliminating discrimination

Strongly Agree	47
Agree	28
Neutral	4
Disagree	0
Strongly disagree	0

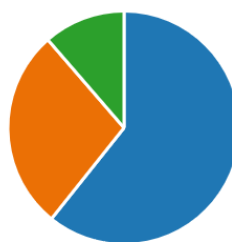


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100% neutral or above. 95% agree or strongly agree.

The school and nursery curriculum covers a wide range of religions and beliefs

Strongly Agree	48
Agree	22
Neutral	9
Disagree	0
Strongly disagree	0



100% neutral or above. 89% agree or strongly agree.

The school and nursery challenges stereotypes

Strongly Agree	41
Agree	33
Neutral	5
Disagree	0
Strongly disagree	0



100% neutral or above. 94% agree or strongly agree.

The school and nursery challenges racism

Strongly Agree	40
Agree	30
Neutral	9
Disagree	0
Strongly disagree	0



100% neutral or above. 89% agree or strongly agree.

The school and nursery celebrate British Values through the curriculum, work of the school and displays

Strongly Agree	50
Agree	25
Neutral	4
Disagree	0
Strongly disagree	0



100% neutral or above. 95% neutral, agree or strongly agree.

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As a parent/carer I contribute towards supporting the ethos and values of the school

Strongly Agree	47
Agree	30
Neutral	2
Disagree	0
Strongly disagree	0



100% neutral or above. 96% agree or strongly agree.

Does your child have a disability?

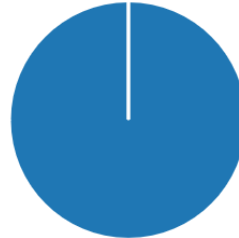
Yes	3
No	76



4% recorded a disability.

Is the school inclusive of your child's disability?

Yes	3
No	0



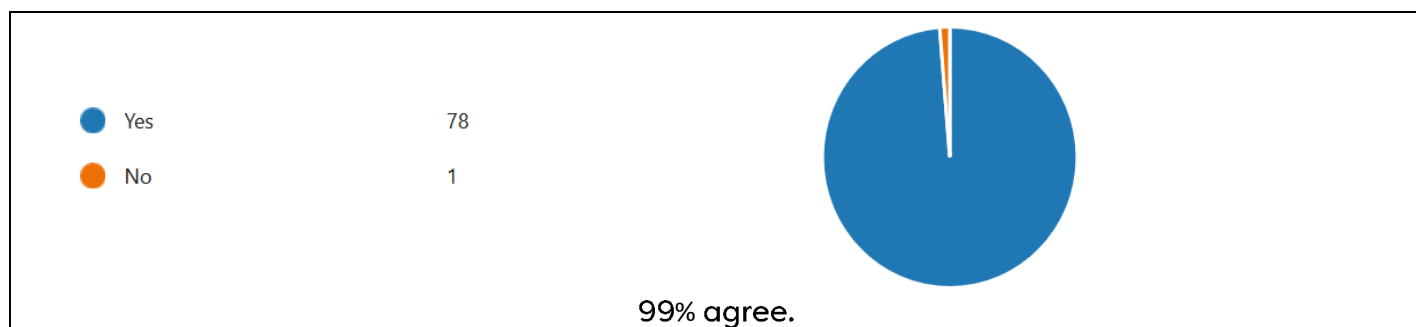
100% agree.

Are there any parts of school life that can be improved to aid you or your child's disability and if so what are these?

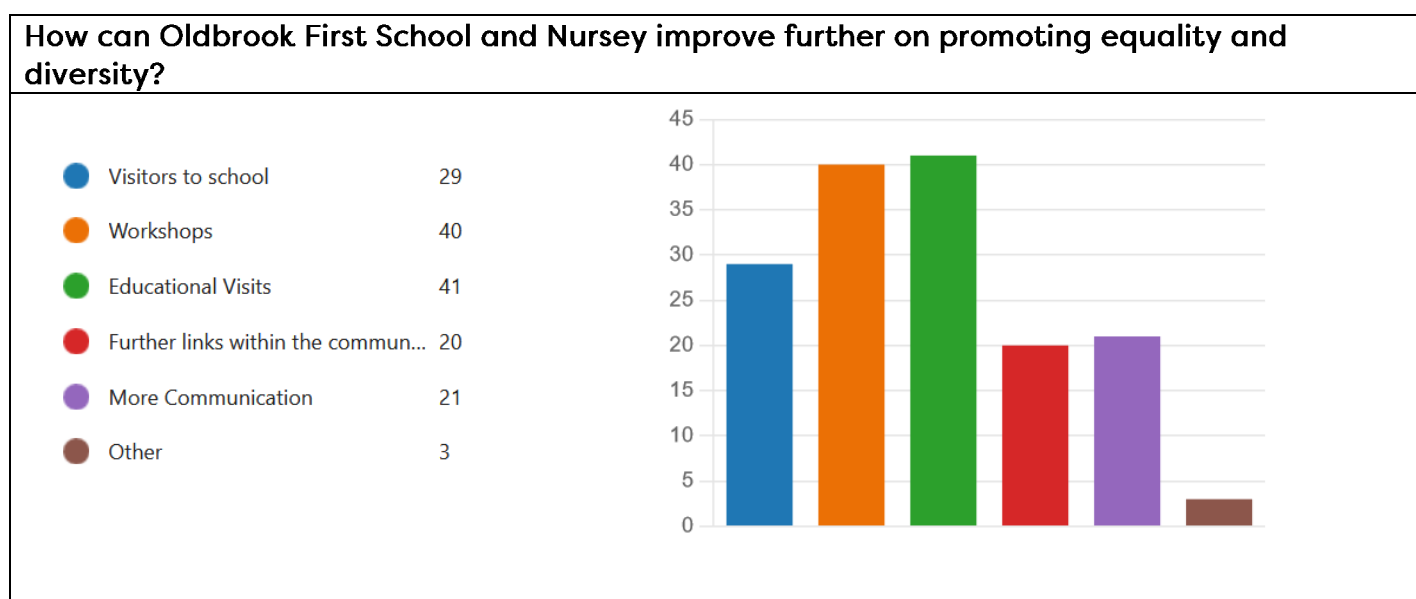
All responses confirmed that no improvements were needed. Responses focused on disabilities being included and understood with support in place.

Does your feel your child's needs are met at school?

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What needs are not being met?
Written response confirmed that needs are being met.



What does the school do well to ensure all children are included?	
Celebrations	The principal and the its staff are very caring
Everyone is fair	So far so good, but still observing, time will tell.
Holiday plays have been adapted so children with no religion or different religious believes can still be included.	All the teachers are very nice and kind to the children, they teach them proper behaviour, good manners and make them feel happy.
Team activities, sport, play, learning Always my child talking about the activities what they are doing	I think school is trying their best by adding this in kids' daily curriculum.
Active learning	They care about the children and their health at all time
Encourage them	Appreciation and validation and recognition.
The school respects the children	Love
Protect them, and they look after their needs.	The staff is very professional and helpful towards children.
The school provides free lunch for as many that wants to and access to quality education	The teachers and other employees are doing their job very well.
Teaches my son good values	Fun games and trips
All children take part in events such as sports day or going to the theatre.	The teachers and all staff of school should be very serious and careful about all kids.
Equal consideration to all	Short Play and group activities.

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The school is very involved and the school team is very well prepared, treating the same, making them feel comfortable and close to the staff, praising them whenever the case, celebrating and discussing different religions.	Not many non-uniform days, encouraging the making of costumes rather than buying. For paid activities making sure enough children can go or take part and if not the event doesn't happen.
Loves going to nursery so for me is the best proof she is looked after very well	Teach with lots of fun and extra activities.
Each and every child are given the same opportunity's, all children are given lessons on different cultures and included as a whole school to celebrate other holidays celebrated by cultures i.e., Chinese new year and Diwali etc. If parents are struggling to pay for school trips Mr Hopkins will still make the trip happen for children to still go.	I really haven't experienced anything first hand but I agree it seems that all children are treated fairly, I see that all religions and races are treated equally and celebrated (as you would hope and expect) and I have not, and my child has not personally experienced anything to say otherwise, however, I cannot speak on behalf of all children and parents
Everything - Environment	Encouraging reading activities and recognition with stickers.
Improve communication	Children who do not eat well
Encouraging reading activities and recognition with stickers	They teach and educate about it in school.
Children are treated equally	The organisation, the ideas
Equality in celebration	Treating everyone equally, caring for children.
Games and Educational Visits	Playing and learning
Encouraging kids to join in and take part	Keep the best practices up.
Events like the performances within the school and outings like the whole school pantomime.	I like the way children are encouraged to read and learn more words.
Equal consideration.	The school have attention to all children and they can feel comfortable.
Gives great understandings about life to the children	Let all the children participate equally on every event.
All children are treated fairly and given same opportunities.	The school gives opportunity to all the children to exhibit their learning and development
Performance and role plays, celebrating different cultures programs which includes all children.	The school offers respect to each child and it is important as a child that he feels good
Thinking of everyone	Covers all cultures
They do a lot of celebrating so all the kids can understand the difference between them.	Interaction and communication with all
The school notices the child's individual needs and work towards meeting their needs.	School takes everything seriously regardless of the outcome

Any other comments that you would like to make

The biggest complement to the school is our children are in an environment where they are treated fairly regardless to race, religion or gender and all have the same opportunity in the education provided.

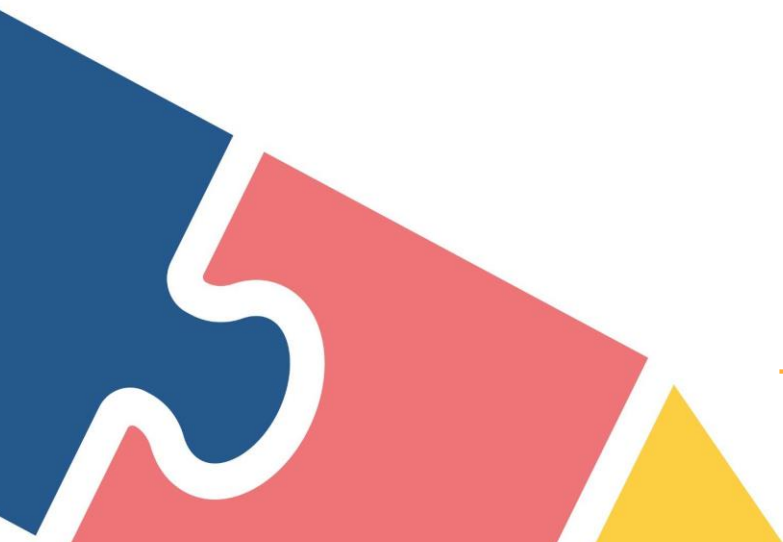
Teachers pay much attention to children's abilities and help them work towards it.

My children are encouraged at home and from school that everyone should be treated with kindness and not judged for being different.

Take more input from families and try to include many more diverse celebrations.

More parent-teacher meetings would be appreciated.

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Appendix A Key legislation

Equality Act 2010

Equality Act 2010

Harmonises and streamlines existing equality legislation into one Single Act.

The Act protects pupils from discrimination and harassment based on 'protected characteristics':

- Disability.
- Gender reassignment.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

This relates to:

- prospective pupils
- pupils at the school
- in some limited circumstances, former pupils

The Act also contains positive action provisions which enable schools to take proportionate action to address disadvantage faced by particular pupils. Such action could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil group.

The Public Sector Equality Duty commenced in April 2011.

There are exceptions to enable single-sex schools to admit only pupils of one sex and for schools with a religious character to enable them to have admissions criteria which give preference to members of their own religion.

For more information:

<http://www.equalityhumanrights.com/advice-and-guidance/new-equality-act-guidance/>



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