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Introduction and Aims

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

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

In order to comply with the Public Sector Equality Duty (PSED), schools must publish their equality information and objectives statement – a declaration of aims that ensures equality for all members of the school's community.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity in accordance with our values, and our motto 'Together we make the difference and in our key values of: Respect, Responsibility, Teamwork, Kindness, Honesty and Friendship.

Oldbrook First School and Nursery is an inclusive school which focuses on the well-being and progress of every child. The following key principles underpin our approach to equality:

1. All learners are valued
2. We recognise and respect difference
3. We foster positive attitudes, relationships and a shared sense of belonging and cohesion.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that may exist.
6. We have the highest expectations of all our children and the school community.

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, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

Roles and responsibilities

The governing board 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/carers
- 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 headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

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

Eliminating Discrimination

We give careful consideration to equality issues in everything that we do at Oldbrook First School and Nursery and work towards eliminating discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act.

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. We aim to eliminate discrimination by:

- Adoption of this Single Equality Scheme
- Ensuring that all children feel safe at school and address any prejudicial bullying
- Recording, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that it meets the needs of our pupils, promotes diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal opportunities to achieve
- Tracking pupil progress to ensure that all children make at least good progress
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and school stakeholders to evaluate the effectiveness of our policies and procedures.
- Challenging bias and calling it out in order to move the conversation forward.

We advance equality of opportunity by:

- Using the information, we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to and seeking views of parents/carers and pupils

At Oldbrook First School and Nursery

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same.
- We have developed an inclusive curriculum that is accessible to all.
- We recognise that for some pupil's extra support is needed to help them to achieve and be successful.
- We encourage compassion, open-mindedness and an inclusive attitude as well as an understanding of diversity and the benefits it can have.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils, parents/carers and school staff.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

Fostering Good Relationships

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

- Oldbrook First School and Nursery is accessible for all.
- Equality and diversity is embedded in the curriculum, our values and our ethos where, Together we make the difference!
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship 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.
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- 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

Equality consideration and decision making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

Dealing with prejudice and celebrating diversity

Oldbrook First School and Nursery does not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity.

When an incident is reported, through a thorough reporting procedure, appropriate action is taken and a resolution is put into place.

Equality in our curriculum

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.

We have rigorous systems for monitoring educational standards and challenging any underperformance; our responsibility in this equality duty is scheduled as part of this rigorous process.

Promoting equality of opportunity

Under the Equality Act 2010, we are also required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit that we aim to give careful consideration to equality issues and as policies are reviewed in line with the monitoring cycle, they will be edited to reflect this requirement
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees at whole school and year group levels
- We analyse our data to ensure we act upon any concerns in relation to the protected groups and this is reported termly to Governors through our School self-evaluation and School Development Plan
- We record any racist or homophobic incidents and act upon any concerns and report this to externally where necessary.
- The Senior Leadership Team reports any racist or homophobic incidents to the Governing Body on a termly basis
- The Senior Leadership Team of the school is concerned with closing gaps in attainment and progress and this is reflected in the school's values.
- We give due regard for equality issues in decisions and changes we make.
- We have a special educational needs policy and SEND information report that outline the provision the school makes for pupils with special educational needs. These documents are updated annually.
- We provide guidance to all staff in relation to dealing with bullying and harassment incidents.
- We deal promptly and effectively with all incidents and complaints of bullying, child-on-child abuse and harassment that may include online bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken and importantly monitor the impact our provision has had.

School staff will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Incorporating lessons about diversity into the curriculum.
- Planned opportunities to celebrate inclusion.

An inclusive approach

We are committed to working for the equality of people with and without special educational needs and disabilities:

- Our school admissions criteria welcomes all pupils.
- Feedback from pupils shows that our children with additional needs are happy in school.
- We provide training for our staff on inclusion.
- When required we gain external advice and support from many different professionals
- We promote positive links and have regular meetings with our parents.
- Specific targeted support is provided where appropriate.
- We continually liaise and work in partnership with a number of professional organisations.
- A wide range of resources is stored in an easily accessible central location.
- We work with local schools to ensure that transfer into and from our school is effective and as smooth as possible.
- We ensure that the curriculum and resources we use have positive images.
- Effective, positive relationships with parents, school and home working in partnership to support the child.
- Effective inclusion of children with special educational needs and disabilities.

Equality and dignity in the workplace

This information describes how the Governing Body intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce.

We will have due regard to the need to:

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

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.

- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

Equality information

We will collect and use equality information to help us to:

- Identify key issues.
- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether there is unlawful discrimination when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.
- Assess performance
- Benchmark our performance and processes against those of similar organisations, nationally or locally.
- Take action
- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

Equality Objectives

As a school, we are required to publish equality information every year. We must report on at least 1 equality objective once every 4 years – we've chosen December 2026 to be our deadline for this.

Objective	KPI	Review
1. Train staff and governors involved in recruitment and selection and those managing HR functions within the school on equal opportunities and non-discrimination by December 2026.	Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.	
2. To review levels of pupil uptake in extended provision to ensure equity and fairness in access and engagement.	Access shows a broad and balanced uptake.	
3. To 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. (WBRI Boys)	Attainment gap is closing for key identified groups.	

Monitoring Arrangements

The head teacher will update the equality information we publish, at least every year. School-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be reviewed by the governing board annually, to ensure continued compliance with the PSED.

Appendix 1 – Information about the school population (May 2026)

	Number of pupils	% of population
Pupils in Roll	187	
Pupils with an EHCP	4	2%
Pupil Information		
Boys	95	51%
Girls	92	49%
Ethnicity Data		
White British/English	33	18%
White and Black Caribbean	1	0.5%
White and Black African	1	0.5%
White and any other Asian	4	2%
White Eastern European	15	8%
White other	18	10%
Pakistani	14	7%
Indian	43	23%
Black Ghanaian	8	4%
Black Nigerian	6	3%
Black Sierra Leonian	1	0.5%
Bangladeshi	4	2%
Other Black African	1	0.5%
Other White British	2	1%
Arab	3	1.5%
Asian British	3	1.5%
Any other Asian Background	19	10%
Any Other Mixed Background	6	3%
Other Ethnic Group	3	1.5%
No Information Given	2	1%

Religion		
Christian	54	29%
Hindu	47	25%
Muslim	45	24%
Sikh	2	1%
Other Faith	4	2%
No Religion	32	17%
No Information Given	3	1.5%
Additional Information		
FSM	57	32%
SEND K	34	19%
EAL	88	