



## **Equality Policy 2025 2026**

### **Old Oak Primary School**

Old Oak Primary School wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

#### **Equality Statement:**

At Old Oak Primary School, 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, faith or religion or socio-economic background. 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. 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 Old Oak Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, and visit here.

#### **Legal Duties:**

At Old Oak Primary School we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

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

Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Act. The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy

- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

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 developing our policy, we have therefore also taken them into consideration. To meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

To do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Curriculum
- Complaints/compliments

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 group, we will include work in this area. We also recognise that our work on equality is central to the successful promotion of fundamental British values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain. We will work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language. We will partially do this through the delivery of our statutory RSE / PSHE Curriculum. We will also utilise all other subject areas to foster positive relations and to ensure that we consciously cultivate opportunities to challenge stereotypes and support positive identity development for all our pupils. We will regularly audit our resources, displays, lesson content, and assessment processes to ensure that they meet the needs of all groups. We will scrutinise outcomes across a range of measures, analyse the results and address any identified areas of concern.

In endeavouring to fulfil our legal duties, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities' practice, including staff recruitment, retention, and development

- Aim to identify, reduce, and remove existing inequalities and barriers
- Consult and involve widely
- Regularly review our progress

## Definitions

**Discrimination** is unfair treatment towards another or a group of individuals who share one or some of the protected characteristics.

**Direct Discrimination** occurs when someone is treated less favourably than others because of a protected characteristic.

**Discrimination by Association** occurs when someone is treated less favourably because someone they are associated with, such as a friend, family member or carer, has a protected characteristic.

**Direct Discrimination by Perception** occurs when someone is treated less favourably because someone believes they have a protected characteristic, regardless of whether their perception is correct or not.

**Indirect discrimination** can be more difficult to identify and sometimes is not intended. It can occur due to a lack of understanding of the law or a genuine error of judgement about an individual. For example, a policy that is applied to all individuals equally may inadvertently disadvantage individuals or groups who have a protected characteristic. It is therefore essential that all aspects of school life and policies are scrutinised carefully to avoid any unlawful provision, criterion, or practice.

**Victimisation** occurs when an individual has either raised a complaint or grievance that they have been discriminated against based on having a protected characteristic; or has supported someone who has raised a complaint or grievance.

**Harassment** is any form of unwanted behaviour intended to violate an individual's dignity or create an environment which may be described as hostile, degrading, humiliating or offensive. The victim will be subject to this harassment based on a protected characteristic or the perception that they have a protected characteristic, or because they are associated with someone who has a protected characteristic.

**Prejudice** can be conscious or unconscious and involves stereotypes, prejudgements, and beliefs (which are usually negative) about an individual, or group of people, based on a protected characteristic.

Our Vision:

### **“Every Child, Every Chance, Every Day.”**

“Our children become emotionally intelligent and socially responsible individuals who set and achieve the highest standards for themselves. We provide a dynamic creative curriculum that encourages the voice, engagement and independence of every child. We work closely with parents and the whole community to create learning opportunities to develop the whole child. Children make above average progress at Old Oak from a low baseline.”

At the heart of our vision for Old Oak lies the child. All children are different all children are special and should be treated as such. Our primary purpose is to enhance the quality of children's learning through the effective and efficient delivery of the curriculum. We are committed to honesty, sensitivity, and responsibility in all relationships. We will adopt a philosophy of continuous improvement in every aspect of the school's work and life.

## **Responsibilities:**

It is recognised that everyone in the school community influences how equality and diversity is achieved and everyone has a responsibility to uphold the law and principles of equality of opportunity.

In addition to these general responsibilities, there are other specific responsibilities.

The Governing Board has responsibility for:

- Determining, monitoring, reviewing and supporting the implementation of the Equality
- Diversity in Employment Policy in consultation with relevant stakeholders.
- Ensuring employment and recruitment policies and practice are non-discriminatory in word and operation.
- Analysing and monitoring policy and practice and initiating appropriate action.
- Ensuring complaints are investigated and dealt with effectively.
- Ensuring appropriate training takes place for governors and employees.

The co-headteachers and other managers have responsibility for:

- Ensuring that the Equality and Diversity in Employment Policy is implemented.
- Ensuring recruitment, employment and management policies and practices are undertaken in accordance with the Policy.
- Ensuring the Policy is brought to the attention of all employees and that they all receive appropriate training.
- Treating all employees with dignity and respect and recognising and valuing individual skills and contributions.
- Creating an environment in which employees are able to identify and share good practice, celebrate success and encourage positive attitudes towards diversity.
- Dealing appropriately with breaches of this policy.
- Ensuring a member of the senior management team is the nominated lead on equality and diversity issues.

All employees, volunteers and workers have a responsibility to:

- Act within equalities legislation and to comply with school Policy
- Treat everyone with dignity and respect and recognising and valuing individual skills and contributions.
- Take part in training and comply with measures introduced to ensure equal opportunities and non-discrimination.
- Report to their line manager, or other appropriate person, any breaches of this policy enacted against him/her or another person by another employee, pupil or another person connected with the business of the school. Individuals can be held personally liable as well as, or instead of, the school for any act of unlawful discrimination.

Individuals who commit serious acts of harassment may be guilty of a criminal offence. Where an act of harassment is alleged, the school will thoroughly investigate the alleged circumstances and provide additional training/support to individuals as considered appropriate.

Parents/carers have a responsibility for:

- Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these.
- Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
- Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
- Report their concerns directly to the school rather than discussing them with other members of the school community, either in person or online.

Pupils have a responsibility for:

- Support the school to achieve the commitment made to tackling inequality.
- Uphold the commitment made by the Head Teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
- Report prejudice-based incidents to a trusted adult.

### **Preventing and Addressing Prejudice Related Incidents:**

At Old Oak Primary School we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We recognise that prejudice-based bullying is a form of child-on-child abuse and is therefore a safeguarding concern, as outlined in Keeping Children Safe in Education 2022.

If incidents still occur, we will address them immediately ensuring that appropriate levels of support are provided to those affected; that we thoroughly investigate all reports/allegations; and that we will apply appropriate sanctions and address offending behaviours through a programme of education. All adults in our school community are expected to comply with the school's Code of Conduct. Any allegations made against staff will be investigated in line with our policies and procedures relating to staff conduct and behaviour. Any staff member/parent/carer, governor or visitor to the school, who is subjected to prejudice-based abuse can also expect to have their complaint thoroughly investigated and will be supported in accordance with their wishes.

### **Monitoring and Review:**

As a minimum, we will review our objectives in relation to any changes in our school profile at least every three years. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

### **Useful Links:**

- Equality Act 2010: guidance - GOV.UK ([www.gov.uk](http://www.gov.uk))

- Convention on the Rights of the Child (CRC) | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com))
- UN Convention on the Rights of Persons with Disabilities (CRPD) | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com))
- The Human Rights Act | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com))

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