Reviewed and approved at Resources Meeting : 29th March 2026

Chair of Resources Committee : JC

Equality Policy

Oakley CE Junior School

Great expectations for all through courage, respect and grace

Our vision at Oakley is to create great expectations for all, using our Christian values and the teachings of Jesus to allow our children and community to flourish.

Rooted in the Christian belief that every person is created in the image of God (Genesis 1:27) and deeply loved by Him, we are committed to nurturing a community where all can flourish.

Inspired by Jesus's promise of "life in all its fullness" (John 10:10), we set high expectations for every member of our school family — spiritually, academically and socially.

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 or 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 provide equity of opportunity through 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.

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 a protected characteristic, or against children who have an association with someone with these characteristics (e.g. a parent). The protected characteristics 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

School Context

Oakley CE Junior School is situated in a village on the outskirts of Basingstoke.

According to the 2021 census, Oakley has a population of 5,264.

- 51.6% are female and 48.4% are male.

- The Ethnic profile indicates that 96.5% are White British, 1.4% are Asian, 0.4% are Black, 1.3% are mixed/multiple, 0.3% are other ethnic group.

- The school's ethnic profile this academic year (2024/2025) has:

84.4% White British
4% Any other white background
3% Any other mixed background
0.8% Indian
0.8% Any other Asian background
0.8% Pakistani
0.8% Black African
0.4% White English
0.4% White Irish Traveller
0.4% White Irish
0.4% White and Black Caribbean
0.4% White and Black African
0.4% White European
0.4% White Other
0.4% Albanian

- We actively seek opportunities to explore the different cultures, faiths and traditions that our pupils bring to the school community. In the 2021 census, 57.9% of Oakley residents reported to be Christian, 0.4% Hindu, 0.3% Muslim, 0.4% Buddhist, 0.1 Sikh, 0.1% Jewish, 0.4% other religion and 40% stated they had no religion

- The school's religious profile this academic year (2024/2025) is:

1.6% Anglican/Church of England
19.4% Christian
0.4% Christian (Ecumenical)
0.4% Hindu
2.4% Muslim
9.1% No religion
0.4% Refused information
1.2% Roman Catholic
65.1% Not specified

Please note that the Oakley census was taken from:
https://citypopulation.de/en/uk/southeastengland/admin/basingstoke_and_deane/E04004468__oakley/

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 or gender identity
- Whatever their religious or 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 we all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in the ages 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 life cycle, 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 others to ensure that 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 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 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 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: March 2025

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:

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

Pupil-related data

Here is the KS2 data for 2024

Reached ARE July 2024:

Subject	Girls %	Boys %	SEND Support %	SEND EHCP %	EAL %	White British %	White other %	Mixed White and Asian %	Any other mixed ethnic group %	Any other black ethnic group %	Any other ethnic group %	Disadvantaged %
Reading	93%	81%	78%	0%	75%	88%	100%	100%	100%	0%	0%	86%
SPAG	93%	74%	56%	0%	75%	81%	100%	100%	100%	0%	100%	57%
Writing	97%	71%	22%	0%	75%	83%	100%	100%	100%	0%	0%	57%
Maths	76%	74%	56%	0%	75%	73%	80%	100%	100%	0%	100%	57%
Combined (R,W,M)	72%	52%	22%	0%	75%	58%	80%	100%	100%	0%	0%	43%

Reached GDS in July 2024:

Subject	Girls %	Boys %	SEND Support %	SEND EHCP %	EAL %	White British	White other %	Mixed White and Asian	Any other mixed ethnic group	Any other black ethnic group	Any other ethnic group	Disadvantaged %
Reading	24%	35%	22%	0%	25%	33%	40%	0%	0%	0%	0%	0%
SPAG	48%	29%	11%	0%	25%	40%	40%	0%	67%	0%	0%	29%
Writing	28%	29%	11%	0%	25%	29%	40%	0%	33%	0%	0%	14%

Maths	14%	32%	11%	0%	25%	25%	40%	0%	0%	0%	0%	29%
Combined (R,W,M)	10%	23%	11%	0%	25%	19%	20%	0%	0%	0%	0%	0%

Attendance:

(The following attendance data is taken from 'the average this year' in March 2025)

Attendance for the whole school is **95.3%**

Group	Attendance percentage
Boys	**95%**
Girls	**95.9%**
SEND	**92.6%**
Not SEND	**96.1%**
EAL	**95.8%**
English as a first language	**95.5%**
Disadvantaged pupils	**90.3%**
Not disadvantaged	**96.3%**
White British	**95.6%**
White English	**94.4%**
White Irish	**99.1%**
White Irish Traveller	**67.9%**
White European	**96.6%**
White Other	**96.6%**
Any other white background	**97.2%**
Black African	**96.8%**
Albanian	**94%**
Indian	**91.5%**
Pakistani	**94.2%**
Any other Asian background	**92.9%**
Any other mixed background	**94.4%**
White and Asian	**98%**
White and Black African	**94%**
White and Black Caribbean	**95.3%**

SEND: (There are 45 children currently on the SEND register)

	EHCP (Code K)	SEND (Code E)	Non SEND
% with 251 children on roll	4.8%	13.1%	82.1%
Girls	1.2%	5.6%	44.6%
Boys	3.6%	8%	37.5%
EAL	0%	0.8%	5.6%
White British	3.6%	11.6%	69.7%
Black African	0%	0%	0.8%
Any other mixed background	0.4%	0.8%	1.6%
Any other white background	0.4%	0.8%	4.4%
Traveller of Irish Heritage	0.4%	0%	0%
Indian	0%	0%	0.8%
Pakistani	0%	0%	0.8%
Any other Asian Background	0%	0%	0.8%
Disadvantaged	1.6%	2.8%	9.2%

(Taken from March 2025)

Complaints and Incidents of discrimination or bullying (September 2024 to March 2025):

	Number of Incidents
Category	all
Bullying	4
Prejudicial Incident-LGBTQ+	6
Racist Incident	7
Totals (unique)	17

(Taken from March 2025)

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

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 appendix A: March 2025

Date for review and re-publication: March 2026

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

Equality Objectives

Appendix B

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:

- student voice groups
- 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 achieve good progress for all groups and narrow the gap between key groups for progress made.

Objective 2: To ensure that all children continue to learn about and respect different religions in our world and respect the differences between them.

Objective 3: To improve the attendance of disadvantaged and vulnerable children to be in line with the school attendance target of 97%