



**Oaklands School**

"The best for all, the best from all"

# Oaklands School

## Equality Information and Objectives

Date reviewed:	Review Cycle	Policy Review Date:
10 <sup>th</sup> March 2026	Annual	Spring 2027

## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Eliminating discrimination .....	3
5. Advancing equality of opportunity .....	4
6. Fostering good relations .....	3
7. Equality considerations in decision-making .....	5
8. Equality objectives .....	5
9. Monitoring arrangements .....	4

## 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

## 2. 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](#).

## 3. 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, and that they are reviewed and updated at least once every four 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 amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Support the headteacher in identifying any staff training needs, and deliver training as necessary
- Support the headteacher in ensuring that all aspects of the school are inclusive for all pupils and staff – especially in terms of their gender identify / sexuality / cultural background / religion / disability.

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

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The school has a designated member of staff for monitoring equality issues. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Bespoke pupil workshops are carried out by the RSHE lead, in liaison with the DSL, when necessary to address issues that may arise with equality amongst pupils (for example, gender based violence workshops) and provide focused support which accompanies the RSHE curriculum.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBT pupils who are being subjected to LGBTphobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of LGBTphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## **6. Fostering good relations**

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

- 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, Relationships, Sex, Health Education (RSHE), 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 and including a range of LGBT+ identities.
- Holding assemblies and whole school competitions to celebrate specific dates (Black History month, LGBT History month, Pride month etc.) and assemblies dealing with relevant issues such as anti-bullying week. 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 with a range of LGBT+ identities and 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 and different sexualities / genders. Our information for parents is shared at coffee mornings, on our social medias, on our website and in person at parents' evenings.

- We have developed links with people and groups who have specialist knowledge about particular characteristics (such as The Proud Trust to support with LGBT guidance) which helps inform and develop our approach to ensure our knowledge is up to date and the resources that we provide to our pupils is appropriate.
- Our school Pride Club is available to all pupils to learn more about the LGBT community (in response to our pupil voice questionnaire) and aims to provide a safe, supportive space for pupils to learn about and discuss topics surrounding the LGBT community.

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

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 all pupils, for example, ensuring trans and non-binary pupils have appropriate, inclusive toilet / sleeping facilities.

The school understands that not all situations surrounding gender and sexuality can be dealt with in the same way and that in some instances, bespoke considerations are appropriate. In these circumstances, options are always discussed with the pupil who may require a bespoke arrangement, to decide the best course of action. Discussions with the parents / carers of the pupil can further support the inclusion and accessibility of facilities.

## 8. Equality objectives

### **Objective 1:**

*To ensure that all age phases and pathways within school hold relevant celebrations around diversity e.g. LGBT History month and Anti Bullying Week etc.*

*To ensure that there are relevant resources and literature that feature a range of people and families e.g. multi ethnicity, wheelchair users, LGBT families and WEP.*

### **Why we have chosen this objective:**

To provide library and PSHE/Citizenship/RSHE resources.

To provide PSHE, RSHE English and SMSC Lead Teachers with budgets to purchase resources and books for library.

Link with ELSA around resources.

School to participate in the WEP equality and diversity project.

Progress we are making towards this objective:

Ongoing new resources available. Ensure that whole school looks at anti-bullying week as part of SMSC agenda and that whole school looks at LGBT History / Pride month. KS4 & Post-16 to work on diversity using Stonewall resources.

### **Objective 2:**

*Train all members of staff and governors involved in recruitment and selection on equal opportunities and non-discrimination. Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.*

### **Why we have chosen this objective:**

To ensure that all members of staff and governors involved in recruitment & selection have a thorough understanding of equal opportunities.

Progress we are making towards this objective:  
Staff and Governors access training;  
School Council are aware of training and implement into student panel questioning.

**Objective 3:** *To implement a thought of the week and school target process to increase pupils and staff knowledge of equality & cultural diversity.*

Why we have chosen this objective:  
To increase pupil, staff and governor awareness of the LGBT community, including non-binary pupils, and a range of disabilities, cultures and religions.

Progress we are making towards this objective:  
Staff and pupils to implement a thought of the week process;  
The school to implement a weekly target;  
Pupils have dedicated pastoral reflection time for developing values and celebrating diversity.

## **9. Monitoring arrangements**

The equality information we publish will be updated at least every year.  
This document will be reviewed the Governing Body at least every 4 years.  
This document will be approved by the Governing Body.