



## **Equality, Diversity and Inclusion Policy**

**Approved by:** Local Governing Body **Date:** 29<sup>th</sup> January 2026

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# 1. Aims

Oakmoor 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

Oakmoor School aims to promote respect for difference and diversity in accordance with our values; Ambition, Determination, Excellence, Integrity, Kindness and Respect.

# 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](#), 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](#).

# 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, students 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 students
- 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.

## **4. Eliminating discrimination**

Oakmoor 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.

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

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)

In fulfilling this aspect of the duty, Oakmoor School will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the data referenced above 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 homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## **6. Fostering good relations**

Oakmoor 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, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures

- Making students aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Students 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 students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## 7. Equality considerations in decision-making

Oakmoor 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 students with disabilities
- Has equivalent facilities for boys and girls

Oakmoor School keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and taken them into account.

## 8. 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 Spring term 2030 to be our deadline for this

<b>Objective 1</b>
Promote equality, diversity and inclusion through the school provision with use of our Oakmoor Values; including through the curriculum, extracurricular and pastoral support.
<b>Rationale for this objective:</b>
This will ensure that students understand the central importance of equality, diversity and inclusion to both the school community and wider society, and develop the knowledge, attitudes and behaviours needed to live out these principles through the school's values of ambition, determination, excellence, respect, kindness and integrity.
<b>Actions required to achieve objective</b>
The school will promote equality, diversity and inclusion through the curriculum, assemblies and wider school life, ensuring these principles are consistently linked to the school's values of ambition, determination, excellence, respect, kindness and integrity. Staff will be trained to model inclusive practice and challenge discrimination, while student voice, enrichment activities and clear behaviour expectations will reinforce understanding and positive attitudes. The impact will be monitored through student

feedback, behaviour data and regular review to ensure all students feel respected, included and able to thrive.

**How success of the objective will be measured**

Success will be measured through regular audit and review of curriculum materials and assemblies, confirming that equality, diversity and inclusion are explicitly and consistently promoted across the school.

**Timeframe outline by 2028**

**Objective 2**

Reduce incidences of racial or gender identity and HBT abuse in school

**Rationale for this objective:**

Reducing incidences of racial, gender identity and homophobic, biphobic and transphobic (HBT) abuse is essential to ensuring that all students feel safe, respected and able to learn. Such incidents can negatively impact students' wellbeing, attendance, behaviour and academic progress.

**Actions required to achieve objective**

The school will continue to educate students through the curriculum, assemblies and PSHE on respect, identity, equality and the impact of discriminatory behaviour in line with our Values. Protected characteristics and a culture of zero tolerance will be promoted by consistently challenging inappropriate language and applying behaviour sanctions fairly and proportionately. Restorative approaches and targeted support to address underlying issues and prevent repeat incidents will be used. The school will engage with parents and carers to reinforce expectations around respectful behaviour to all.

**How success of the objective will be measured**

Success will be measured through a reduction in recorded incidents of racial, gender identity and homophobic, biphobic and transphobic (HBT) abuse, alongside improved student survey outcomes indicating that students feel safe, respected and confident to report concerns. Termly analysis of behaviour and safeguarding data will be used to monitor trends and inform further action.

**Timeframe outline by 2028**

**Objective 3**

To ensure all students, particularly those from disadvantaged or underrepresented groups, feel a strong sense of belonging and are supported to achieve positive outcomes.

**Rationale for this objective:**

Ensuring that all students feel a strong sense of belonging and are supported to achieve positive outcomes is central to their wellbeing, engagement and academic success. Pupils from disadvantaged or underrepresented groups may face additional barriers that can affect attendance, behaviour and progress. This objective supports the school's commitment to equality of opportunity by identifying and removing barriers early, promoting inclusive practice, and ensuring that all pupils are able to participate fully in school life and achieve their potential.

**Actions required to achieve objective**

The school will use attainment, attendance and behaviour data to identify groups or individuals who may be experiencing barriers to engagement or achievement. Implement targeted academic and pastoral support for disadvantaged and underrepresented pupils, including mentoring, tutoring or wellbeing support. The school will also embed inclusive teaching strategies across all classrooms to ensure learning

is accessible and ambitious for all pupils. Strengthen transition support and induction processes to help pupils feel welcomed and settled, particularly those joining the school mid-year or from different settings. Oakmoor will also promote positive relationships and a strong sense of belonging through tutor time, assemblies, enrichment activities and pupil leadership opportunities.

#### **How success of the objective will be measured**

Success will be measured through improved attendance, behaviour and attainment outcomes for disadvantaged and underrepresented pupils, alongside pupil survey data showing increased feelings of belonging, inclusion and wellbeing. Termly analysis of data and pupil voice will be used to monitor progress, identify any remaining gaps and inform further action.

#### **Timeframe outline by 2028**

## **9. Monitoring arrangements**

The DSL will update the equality information we publish at least every year.

School-specific, equality objectives will be reviewed by the governing board, DSL and Headteacher at least every 2 years.

## **10. Links with other policies**

This document links to the following policies:

- Behaviour Policy
- SEND policy
- CP and Safeguarding policy