OUGHTON PRIMARY & NURSERY SCHOOL

Equality Policy and Action Plan

Policy Approval Date: September 2026
Approved by the Full Governing Body please see minutes dated September 2026

Review Date: September 2027 (Action Plan 2025-2028)

Our Vision

Everyone working together and learning to become an outstanding school that gives support and guidance to all, working in partnership with both parents and the community.

OUGHTONLIFE:

Learning, Inclusion, Friendship, Enjoyment……. for everyone.

Everyone – children, staff and families.

Mission Statement

At Oughton Primary and Nursery School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from our 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 our school feel proud of their identity and are able to participate fully in school life.

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 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

Our guiding principles:

1. All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

2. We recognise and respect difference
Treating people equally does not necessarily involve treating them all the same.
Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

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 towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4. We observe good equalities practice in staff recruitment, retention and development
We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

5. We aim to reduce and remove inequalities and barriers that already exist
In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.
- LGBQT+ and others

6. We consult and involve widely
We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.
We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.
- LGBQT+ and others.

7. Society as a whole should benefit
We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- LGBQT+ and others

8. We base our practices on sound evidence
We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

9. Objectives are set based on evidence
We formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved. The objectives which we identify take into account national and local priorities and issues, as appropriate.
We keep our equality objectives under review and report annually on progress towards achieving them.

School Context
Facts:

- There are 9 classes, Nursery, Reception, Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6. We have high mobility.
- Family Centre and Early Days Pre-School are on school site. The school works closely with both of these organisations.
- We have strong links with community organisations i.e. St Marks Church, Hitchin Town Football Club and The Priory. We have links with Beavers, Cubs, Scouts, Premier Education and the Music Service. We have also made links with Age UK and have taken part in a local intergenerational project.
- The school is part of the Hitchin Partnership, a group of Hitchin schools who work together to provide CPD opportunities and support for the schools and an outreach support service – Hitchin Primary Outreach Support Service.

Social-Economic factors (PPG, SEND, EAL, KSS, CLA)
At Oughton we have:

- High number of pupils in receipt of Free School Meals and a high proportion of PPG children.
- High proportion of pupils come from families who face significant challenges in their daily lives, some of whom have poor literacy skills themselves and find it difficult to support their children.
- High level of deprivation compared to National statistics.
- Low level of stability compared to National statistics.
- High number of pupils with SEN support compared to National statistics, with a rapidly increasing number of EHCPs in place.
- The ethnic mix of families is becoming more diverse. The number of English as an additional language is low compared to National statistics.
- There is a high percentage of children known to Social Service, including children subject to Child Protection Plans, children subject to Child in Need meetings and children subject to EHMs.
- Attendance and punctuality remains consistent. There are a number of persistent absentees although the forecast for these is improving. The school is working with the Attendance Improvement Officer.
- Many of our Pupil Premium Group children are also identified with SEN.

Legislation and guidance

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.
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 purpose of this policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)
The specific duties require schools to:

- Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.
- set every four years one or more specific measurable equality objectives that further the aims of the equality duty.

Protected Characteristics
The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for the schools provisions are:

- age
- disability
- ethnicity and race
- gender identity and reassignment
- pregnancy, maternity and breast feeding
- religion and belief
- sexual orientation
- marriage and civil partnership

Disability
At Oughton School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Community Cohesion
Community Cohesion supports good practice in educating pupils/students about equality and diversity. It contributes to the school's efforts to provide a broad, balanced curriculum.

Roles and Responsibilities
Chain of accountability
The Board of Governors, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation
The Headteacher retains overall responsibility for ensuring that the action plan is delivered effectively. Key staff will report regularly to the Headteacher on actions and progress. All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Responsibility for Key person

Key Aspect	Person responsible
Single equality scheme	Headteacher
Disability equality (including bullying incidents)	Headteacher & AH for Inclusion
SEN/LDD (including bullying incidents)	AH for Inclusion & Headteacher
Accessibility	Headteacher & AH for Inclusion
Gender equality (including bullying incidents)	Senior Leadership Team
Race equality (including racist incidents)	Senior Leadership Team
Equality and diversity in curriculum content	Senior Leadership Team
Equality and diversity in pupil achievement	Senior Leadership Team
Equality and diversity – behaviour and exclusions	Headteacher and AH for Inclusion
Participation in all aspects of school life	Senior Leadership Team
Impact assessment	Headteacher
Stakeholder consultation	Headteacher and Chair of Governors
Policy review	Headteacher and Governing Body
Communication and publishing	Headteacher and Governing Body

Commitment to review

The school equality scheme will be aligned with the School Improvement Plan. Its implementation will be monitored within the school's self-evaluation and other review processes.

Commitment to publish

We are committed to sharing information about our equality scheme. We will publish information annually. The scheme will be published on our school website.

Commitment to action

Governors will:	
Policy Development	• Provide leadership and drive for the development and regular review of the school's equality and other policies
Policy Implementation	• Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies. • Highlight good practice and promote it throughout the school and wider community • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies. • Highlight good practice and promote it throughout the school and wider community.
Behaviour	• Provide appropriate role models for all managers, staff and pupils. Congratulate examples of good practice from the school and among individual managers, staff and pupils • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	• Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)
Headteacher and Senior Leaders will:	
Policy Development	• Initiate and oversee the development and regular review of equality policies and procedures • Consult pupils, staff and stakeholders in the development and review of the policies
Policy Implementation	• Ensure the effective communication of the policies to all pupils, staff and Stakeholders • Ensure that managers and staff are trained as necessary to carry out the policies • Oversee the effective implementation of the policies • Hold line managers accountable for effective policy implementation
Behaviour	• Provide appropriate role models for all managers, staff and pupils • Highlight good practice from departments, individual managers, staff and pupils

	• Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	• Ensure that the school carries out its statutory duties effectively
Senior leaders will:	
Policy Development	• Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard • Implement the school's equality scheme, holding staff accountable for their implementation and behaviour, providing support and guidance as necessary • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations • Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
Implementation	• Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	• Behave in accordance with the school's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector Duties	• Contribute to managing the implementation of the school's equality scheme
All staff: teaching and non-teaching will:	
Policy Development	• Contribute to consultations and reviews • Raise issues with line managers which could contribute to policy review and development
Policy Implementation	• Maintain awareness of the school's current equality policy and procedures • Implement the policy as it applies to staff and pupils
Behaviour	• Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector Duties	• Contribute to the implementation of the school's equality scheme

We comply fully with legislation which protects all staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society.
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.
- We will provide regular training for staff to enable them to deal effectively with prejudice related incidents
- Tackling discrimination and anti–bullying reporting and recording all forms of prejudice-related incidents for example racism, homophobia, negative views of disabled people or sexism.

Engagement

Engagement- Participation and Involvement

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We have involved a number of staff, pupils, parents and others with particular interests in the development of this scheme. We will continue to consult various stakeholders on this scheme and on our policies – parents, pupils, staff, members of the community and people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

Disability
We will continue to consult any advisors where necessary, Parents and pupils with disabilities.
Gender
We will continue to consult a balance of each gender from staff, pupils and Parents
Race
We will continue to work in partnership with advisors.
Community cohesion
We will continue to work with our Hitchin Local Partnership
Other
We will continue to build close links with Children's Centre, pre-schools and link Universities.

Using Information- Equality Impact Assessments, data and other information
Using Information
All school policies will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. Additionally, in *Roles and responsibilities* of our equality scheme a detailed table can be found showing staff responsibilities for gathering and monitoring data on an ongoing basis.

Equality Impact Assessment (EQIAs)
We consider whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively) and ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted.

- We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.
- We value more qualitative information which may be given to us through a variety of mechanisms.

Responding to Incidents of Discrimination.
Discrimination because of any protected characteristic is unacceptable and is not tolerated within the school environment.
What is a discriminatory incident?
At Oughton Primary and Nursery School, we define all discriminatory behaviour as '**any incident which is perceived to be discriminatory by the victim or any other person'**. Discrimination can take many forms. We classify discriminatory behaviour under three main headings: PHYSICAL, VERBAL and INDIRECT.

Responding to Incidents
In responding to discriminatory incidents and concerns, the Designated Equalities Lead will aim to:

- Provide appropriate support to pupils and adults who have experienced discrimination.
- Implement appropriate consequences, support and education for pupils or adults displaying discriminatory behaviour.
- Prevent further discrimination during the investigative process.
- Re-establish community cohesion across the school.
- Consider whether the incident constitutes child-on-child abuse or raises safeguarding concerns and, where appropriate, refer to the Designated Safeguarding Lead and follow the school's Child Protection and Safeguarding Policy.
- Record discriminatory incidents on CPOMS and Arbor, monitor patterns and trends, and take preventative action where necessary.

Child-on-child discriminatory behaviour
The school recognises that discriminatory behaviour may occur between children and, where appropriate, may constitute **child-on-child abuse** in accordance with *Keeping Children Safe in Education (KCSIE)*. All allegations or incidents of discriminatory behaviour between pupils will be taken seriously, recorded, investigated and responded to proportionately. Where the behaviour meets safeguarding thresholds, it will

be managed in line with the school's Child Protection and Safeguarding Policy, including referral to the Designated Safeguarding Lead (DSL) and where appropriate, external agencies.

Dealing With a Disclosure of Discrimination:
The Initial Adult
The initial adult may be the class teacher, or it may be any other adult in the school.
1. Listen – Give the child an immediate, sensitive and supportive response to the disclosure. Take their complaint seriously and allow them a full expression of their feelings.
2. Record – with as much detail as possible.
3. Refer – by alerting the class teacher
Class teachers
The class teacher is responsible for the initial process of responding to the referral. They will:
1. Meet with the victim to clarify what has been happening.
2. Obtain permission from the victim to approach the perpetrators/bystanders to get their side of the story. Be aware that this might be an extremely frightening thought for a child who is experiencing bullying. However, the perpetrators /bystanders need to understand what they are doing wrong for it to stop, so the child is encouraged to be brave and to let staff talk to the perpetrator. If the child does not consent to this, we respect their wishes.

3. Complete a cause for concern incident form on CPOMS to record this initial response, making it clear which protected characteristic is the main focus of the bullying and the manifestation of the bullying behaviour. This entry will alert DSPs.

Protected Characteristic
Appearance
Size/weight
Class/Background/Socio economic
Family circumstances e.g caring role
Ethnicity/Race*
Religion/Belief*
Gender
Transphobia/Gender identity
Homophobia/Sexuality
Sexualised
SEN and Disability
Ability/application

Manifestations:
Perception of individual: feelings of being bullied/harassed
Isolation/ignoring
Teasing
General expressions of prejudice/stereotype
Racist literature, graffiti or insignia
Verbal abuse or name calling (specify below)
Targeted graffiti or hurtful note writing
Threats including threatened physical assault
Mobile phone/text message bullying/harassment
Internet related bullying/harassment
Camera phone bullying/harassment
Actual physical assault
Other / Further Information:

4. Monitor the situation for a fixed period e.g. a week. This may include close monitoring of the children involved especially at playtimes and lunchtimes. Other staff may be involved in monitoring. Depending on the findings of our monitoring, this may be escalated to point 5.
5. Parents and Carers of the victim are also made aware at this point that the school is monitoring a situation.
6. If there is confirmed evidence of discrimination over time, the class teacher will then refer the matter to the Assistant Headteacher.
7. The Assistant Head teacher will liaise with the class teacher to complete a final report on CPOMS. This will clearly record the type of discrimination, those involved and what actions / support is in place to ensure discriminatory behaviour is addressed within a specified review period.
8. A meeting will be booked with Parents & Carers of all children involved, summarising this final report and the Headteacher will be informed. A meeting involving all key adults will be arranged to put a plan in place. This will involve unpicking the reasons for the behaviours and looking at what support is needed for both the victim and the perpetrator.
9. If no improvement is seen after the review period, the matter will be referred to the Headteacher and more severe sanctions will be applied as appropriate.

Parents and Carers

- Parents and Carers, who are concerned that their child might be experiencing discriminatory behaviour, or who suspect that their child may be discriminatory towards others, should contact their child's class teacher immediately.
- Parents and Carers are asked to talk to their children about bullying and to teach their children to tell someone if they are feeling bullied. Keeping things to themselves will not solve the problem and will prolong the suffering of the child who is experiencing bullying
- Parents and Carers should be supportive of the school in their endeavours to implement this policy.
- As part of teaching their children about protective behaviours, Parents should help their children to understand the difference between bullying and 'falling out' and to be precise about the language they use when describing incidents: e.g. 'she beat me up' – when actually it was a minor push.

Monitoring and Reviews

The Headteacher will monitor the number and type of incidents every term and report in the Headteachers' termly report to governors. The records will be provided to the Local Authority on request.

Review

The Governing Body will review this policy in line with its annual cycle of review.

Equality Action Plan 2025-2028

Equality Objectives	Protected Characteristic	Target Group	Action	Measurable success indicator	Timescale	Review date
To continue to promote equality of opportunity in enrichment activities.	All groups	All groups	Regularly monitoring the uptake of activities Ensuring that there is a range of activities to meet the needs of our diverse community Identifying and targeting groups with protected characteristics to ensure they have equal access and increase their engagement	Monitoring of uptake from different target groups will show a variety of children attending. Positive pupil voice regarding enrichment activities.	Every year	End of July 2028
To ensure that our staff have the appropriate knowledge and training about good equalities practice so that we can ensure that our curriculum is diverse and accessible to all, that our behaviour management is fair and equal and that we can identify underachievement in all groups	All groups	All groups	Staff training. Drop-ins. Subject leader monitoring. Therapeutic Thinking Hertfordshire STEPS training for all staff.	Drop-ins and monitoring will demonstrate a diverse curriculum. Positive feedback from subject leaders. Positive pupil voice.	Each year	July 2028
To continue to review our approach to behaviour management to ensure that there is no discrimination of those children with protected characteristics such as SEND.	All groups but with a focus on SEND.	All groups but with a focus on SEND.	Staff training. Emotional Regulation Plans. Support and advice from external agencies. Monitor incident logs with a focus on protected characteristics. Monitor provision in place for children. Further develop emotional literacy and further enhance Zones of Regulation by exploring language around expressing our emotions. Ensuring interventions meet the needs of the children.	Reduction in incident logs for children with protected characteristics. School environment will demonstrate a wide variety of vocabulary around expressing emotions. All children will be able to talk about their support networks in school. Positive pupil voice. Reward systems such as The Golden Book and House points will show equality.	Each year	July 2028
Ensure attainment for disadvantaged pupils is the same as for non-disadvantaged pupils*	Economic disadvantage	Pupils at risk of disadvantage	Close monitoring- linked to PPG strategy. Monitoring engagement with home learning. Class Handbooks, 'meet the teacher' and training sessions (e.g. phonics), to support with parental engagement.	Data will show the difference between disadvantaged pupils and non-disadvantaged pupils is diminishing. Positive pupil voice.	Each year	July 2028

By July 2028, the attendance for disadvantaged children will be closer in line with the attendance for non-disadvantaged children and/or the national average for attendance	All groups but with a focus on SEND and Economic disadvantage	Pupils at risk of disadvantage	Attendance meetings with parents and carers. Attendance progress reviews with children in KS2. whole-school activities Reward classes for having the best attendance (i.e. more frequent rewards to ensure those vulnerable children attend school regularly) Amend school procedures regarding attendance, leading to a greater number of fixed penalty notices to act as a deterrent for poor attendance Work closely with the local attendance authority officer to target those Parents/Carers whose child/ren's attendance is low without reason	The attendance data for disadvantaged children will be closer in line with the attendance for non-disadvantaged children and/or the national average for attendance. Case studies will highlight what intervention the school has put in place and its impact. Attendance meetings with parents will show positive impact. Positive pupil and parental voice.	September each year- daily attendance meetings.	July 2028
To ensure that progress and wellbeing are good for pupils who join our school from other countries. Families are successfully integrated into the school community	Race	Pupils with English as an additional language	Collate the range of languages spoken Staff training on supporting children and families with EAL Visit other schools to gather good practice ideas	Individual case studies will demonstrate impact of increased awareness and support. Positive parental feedback.	Each year	End of each year
To seek to make our governing body representative of our diverse population.	All groups.	All groups.	Governor recruitment.	Governing body will be representative of our diverse population.	2025-2028	July 2028
To promote cultural development through a rich range of experiences both in school and beyond To further develop wider cultural awareness in school and to continue to play an active role in a range of community events and actions. To always ensure that all pupils have equal access to community and in-school events with priority places available for vulnerable groups of children.	All groups.	All groups.	Curriculum intent Subject leaders to plan enrichment opportunities within their subjects Strengthening community links	Curriculum will show cultural development being promoted. Display + Resources in the school environment with display this. Visits/ Visitors will clearly demonstrate this Positive pupil and parental voice.	Each year	July 2028

*Although not protected characteristics under the Equality Act 2010, our school is also committed to protect all members of our community from discrimination and harassment based on socio-economic disadvantage and appearance.