Equality Statement and Objectives

Updated: September 2025

Review Date: September 2026

At Olney Infant Academy, the spiritual, moral and cultural development of all our children is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment.

There must be a total consistency of expectation that everyone (irrespective of gender, ethnicity, religion or culture) should feel safe and secure; have empathy for all others and place a high value upon individual achievement and personal development.

Section 1: Legal Framework

The Equality Act (2010) is a legal framework to protect the rights of the individual from unfair treatment and promotes equality of opportunity for all in order to establish a fair and more equal society. The Public Sector Equality Duty (2011) with the Act covers the following protected characteristics; age, disability, gender and gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sexual orientation and sexual identify, marriage and civil partnership.

The Education and Inspections Act (2006) also highlights our duty as a school to contribute to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

Our school also embraces the duties set out 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 which promote working together with others to improve children's educational and wellbeing outcomes.

Section 2: Olney Infant Academy Values

At Olney Infant Academy we seek to embed equality of access, opportunity and outcomes to all members of our school community, within all aspects of school life. As a school, we are guided by the following values:

- Shared humanity – identifying commonality and shared values, aspirations and needs, valuing fundamental similarities and university
- Valuing difference and diversity – appreciating the richness within our differences and promote understanding and celebration of them
- Social cohesion – creating positive attitudes and relationships between all groups of people within our school and our local community
- Equality – eliminating discrimination, harassment and victimisation be promoting that all members of our school communication have equal value
- Personal and cultural identify – providing opportunities to explore and value the complexities of our personal and cultural identifies as well as consulting people and involving all people
- Fairness and Social Justice – reducing and removing inequalities that exist in society through staff recruitment, retention and development as well as individuality and collectively promoting a more equitable society

Section 3: Guiding Principles

a) Eliminating Discrimination

Within Olney Infant Academy, the following actions are undertaken to eliminate any form of discrimination and prohibited conduct amongst the whole school community for the protection of its pupils and staff.

- All school policies are written with ensuring equality of the pupils and staff within the school and this is clearly shown within the whole school values shown within these key documents
- The school ethos, which underpins the whole school philosophy, which is shared with all stakeholders and continuously referred to within the school, promotes the key messages of equality, individuality and eliminating any form of prejudice
- With the review of the Equality Statement annually, the responsibilities for each member of staff are reminded and any changes shared annually within the team meetings
- All staff appointments and promotions are made on the basis of merit and ability
- Most staff undertaking recruitment within the school have undertaken Safer Recruitment Training to ensure equality in the appointment of new members of staff adhering to recruitment and selection processes that are fair an in line with statutory duties
- Ensuring all members of staff within school receive annual performance reviews and that training, and development opportunities are available to all staff, subject to budget constraints
- Admission arrangements for pupils are fair and transparent and do not discriminate on ethnicity, gender, disability or socio-economic factors

b) Advancing Equality of Opportunity

Our school believes that it is important to ensure we have a shared view of advancing equality of opportunity between people who share protected characteristics as well as those that do not share it.

We undertake this in the following ways:

- Detailed assessment analysis is undertaken regularly by the Senior Leadership Team
- Equality objectives are written to provide clear vision and focused action to reduce inequality and provide specific support to individuals and groups of pupils
- Behavioural incidents, including bullying and racist incidents are recorded on the schools logging system with the actions undertaken also recorded. These are analysed by a key member of staff in order to look for trends and patterns in order to ensure all children have the same opportunities of feeling safe, welcome and happy within school
- PSHE (Personal Social Health and Citizenship Education), RE and Responsible Citizen areas of the curriculum regularly address ideas of equality through tolerance, friendship and sharing an understanding of a range of religions or cultures
- A wide-ranging enrichment programme of the curriculum, including visits and clubs that are open to all children, making reasonable adjustments where necessary. Assemblies within the school and pupils sharing things within class and assemblies give opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

c) Engagement and Fostering Good Relations

Within our school values, engagement with all stakeholders is seen as fundamental and we pride ourselves on our engagement with the local community, especially those affected by the decisions we make as a school. Our recently revised values were created through our school, our families and our community and reflect are open ethos that embraces individuals

- We engage with a wide range of groups and individuals to ensure that the group of staff and governors that approve the objectives represent the diverse community in which we live
- Our equality objectives are devised based on qualitative and quantitative data that we have collected from assessments but also staff, pupil and parents' questionnaire responses
- Local community links and events are frequently placed throughout the school's calendar and are open to all, in order to foster good relationships and engage with all members of the community

Section 4: Equality Objective

We formulate and publish equality objectives using the views of parents, pupils, staff and governing body as well as sound qualitative and quantitative evidence from within the school. Our equality objectives are written for four academic years. However, we will constantly review them, and we will report annually on our progress towards achieving them.

Section 5: Addressing Prejudice and Prejudice- Related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties as detailed in the Equality Act. This includes:

- Prejudices around disabilities and special educational needs
- Prejudices around racism and xenophobia, including those directed towards religious groups and communities and those that are directed against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

We address the experience, understanding and needs of the victim, perpetrator, bystanders and the wider school community through our actions and responses to the above.
We keep a record of all prejudice-related incidents and, if requested, provide a report to the Local Authority about the number, type and seriousness of such incidents and how they have been dealt with in school.

Section 6: Roles and Responsibilities

a) The Role of the Governors

- The Governing Body is responsible for ensuring that the school complies with legislation and this statement, and its related procedures are implemented
- The Governing Body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school is fully inclusive to pupils and staff
- The Governing Body seeks to ensure that that people are not discriminated against when applying for jobs at our school
- The Governors take all reasonable steps to ensure that the school environment gives access to people with disabilities and strive to ensure school communication is as inclusive as possible for all stakeholders
- The Governors welcome all applications to join the school regardless of the child's socioeconomic background, ethnicity, gender or disability

b) The Role of the Headteacher

- The Headteacher is responsible for implementing the policy and ensuring that all staff are aware of their responsibilities
- The Headteacher ensures that all appointment panels give due regard to the plan so no one is discriminated when it comes to employment or training
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents with due seriousness
- The Headteacher promotes the principle of equal opportunity when developing the curriculum and participation in school life

c) The Role of all Staff

- All staff will promote an inclusive and collaborative ethos within their classroom and ensure all children are treated fairly
- All staff will strive to provide a curriculum and material that gives positive images based on ethnicity, gender and disability as well as challenging any stereotypes
- All staff will challenge any incidents of prejudice, racism and homophobia and record the incidents drawing them to the attention of the Senior Leadership Team
- All staff will keep up to date with equalities legislation relevant to their work

Section 7: Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Section 8: Monitoring and Review

In line with legal requirements, this Equality Statement will be reviewed annually, and any adaptations presented to the Governing Body. It will then be shared via the school's website and staff meetings.

Section 9: Dealing with Complaints

At Olney Infant Academy, we endeavour to get it right as we unashamedly put the needs of the pupils and staff first. Our staff have also earned a reputation for being very approachable and good listeners. Olney Infant Academy parents are positively encouraged to come into school to talk about any aspect of their child's education. Initial contact is usually made through the child's class teacher, and in the vast majority of cases, concerns or anxieties are usually resolved at this stage. However, if this fails and a parent wishes to make a formal complaint, the Governing Body has published guidelines for parents detailing the necessary stages in the formal complaints' procedure.

Section 10: Safeguarding

At Olney Infant Academy, safeguarding and child protection is paramount and we believe that students have the right to learn in a supportive, caring environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern, Olney Infant Academy procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Child Protection Designated Safeguarding Leads.

Olney Infant Academy Equality Objectives 2025 – 2026

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- **To promote spiritual, moral, social and cultural development and understanding through a rich range of experience, both in and beyond the school.**
- **To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.**
- **To ensure that all pupils are given similar opportunities with regards to after-school clubs and enrichment activities.**
- **Diminish the difference in attainment between those children considered to be 'disadvantaged' and those who are not.**
- **To allow equal access to information for all parents.**
- **To ensure the school environment is accessible to all pupils, staff and visitors.**
- **To ensure that all children receive the support they need to access the curriculum.**
- **To ensure the school is well resourced to support the emotional needs of all pupils**

See also IFTL Equality Statement 2025-26