



# Equality Policy & Objectives 2024

## Statutory School Policy

<b>Policy Date</b>	<b>December 2023 (update)</b>	
<b>Agreed to be adopted</b> <b>Signature:</b>	<b>Date : February 2024</b>	<b>Schools &amp; Resources Committee</b>
<b>Policy update Date cycle</b>	<b>1 Year</b>	

### Introduction

The education we provide at Oak Lodge School reflects the diversity of our society. The ethos of the School supports the development of self-respect and self-esteem in all students, staff and the community it serves. We are proud of our School community, in which all members have a right to be treated and valued equally regardless of race, class, gender, sexual orientation, size, religion or the challenges of disability or disadvantage.

### **Our policy endorses the three principles of inclusion in the National Curriculum**

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students

### **In this respect:**

- We ensure that everyone in the school is treated fairly and with respect.
- We recognise that people have different needs and that treating people equally does not always involve treating everyone the same.
- We ensure that the school is a safe place for everyone.
- We consult with people from different groups and involve them in our decision making.
- We recognise that extra support is needed for some pupils to help them achieve their full potential and be successful. We are aware of the current legislative framework.

## Current Context

Oak Lodge is a mixed maintained day and residential school in the London Borough of Wandsworth. Oak Lodge School provides education for pupils aged 10 to 19 from 32 local authorities. The provision is for pupils who are

- D/deaf
- Speech, language and communication needs (SLCN)

(The term D/deaf is used throughout education and research to describe pupils who are Deaf (British Sign Language users) and deaf (who are hard of hearing and tend to communicate more orally).

Our students benefit from being educated in an inclusive multi-modal/ total communication environment. Many have additional needs e.g. ASD, Motor Difficulties, Visual Impairment, Social, Emotional and Behavioural Difficulties. We offer a differentiated curriculum and more intensive pupil support to facilitate their learning.

- Pupils are drawn from a range of socio-economic, ethnic and religious backgrounds
- All pupils have an EHC Plan or are they being assessed for one by their local authority.
- School assessment data reviews attainment of different groups and currently we see no significant difference in the attainment of different groups
- We take a highly individualised approach to raising attainment for all learners
- We respect each individual's differences and identity.
- We have pupil premium allocated to children from low-income families who are known to be eligible for Free School Meals and children who have been Looked After continuously for more than 6 months. Schools are free to spend the Pupil Premium as they see fit and are accountable for how we use the funding to support low-income families. For more information about this please see our Pupil Premium report on our website link

## Information about student population

Number of students on roll at the school: 103

– as of

As of 26th January 2024

Information on students by protected characteristics:

SEND

	Number of student's Years	% of school population
6 - 15		
EHCP (code E)	99	96.11%
SEN Statemented (code S)	0	0.00%
SEN Provision (code K)	4	3.89%



Date of policy update Autumn Term 2023

<b>White &amp; Black Caribbean</b>	<b>1</b>	<b>0.97%</b>
<b>White Western European</b>	<b>2</b>	<b>1.94%</b>
<b>White Eastern European</b>	<b>3</b>	<b>2.91%</b>
<b>White Other</b>	<b>3</b>	<b>2.91%</b>

### Gender

<b>Year Group</b>	<b>Total Boys</b>	<b>Total Girls</b>	<b>Total</b>
<b>6</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>7</b>	<b>6</b>	<b>5</b>	<b>11</b>
<b>8</b>	<b>6</b>	<b>5</b>	<b>11</b>
<b>9</b>	<b>8</b>	<b>6</b>	<b>14</b>
<b>10</b>	<b>8</b>	<b>3</b>	<b>11</b>
<b>11</b>	<b>4</b>	<b>7</b>	<b>11</b>
<b>12</b>	<b>13</b>	<b>4</b>	<b>17</b>
<b>13</b>	<b>9</b>	<b>3</b>	<b>12</b>
<b>14</b>	<b>7</b>	<b>6</b>	<b>13</b>
<b>15</b>	<b>1</b>	<b>1</b>	<b>2</b>

### FSM (Disadvantaged students)

<b>Year Group</b>	<b>Students in year group</b>	<b>FSM</b>	<b>% of year group</b>	<b>% of school population</b>
<b>6</b>	<b>1</b>	<b>1</b>	<b>100%</b>	<b>0.97%</b>
<b>7</b>	<b>11</b>	<b>7</b>	<b>63.6%</b>	<b>6.79%</b>
<b>8</b>	<b>11</b>	<b>10</b>	<b>90.9%</b>	<b>9.70%</b>
<b>9</b>	<b>14</b>	<b>11</b>	<b>78.5%</b>	<b>10.67%</b>
<b>10</b>	<b>11</b>	<b>6</b>	<b>54.5%</b>	<b>5.82%</b>
<b>11</b>	<b>11</b>	<b>8</b>	<b>72.7%</b>	<b>7.76%</b>
<b>12</b>	<b>17</b>	<b>11</b>	<b>64.7%</b>	<b>10.67%</b>
<b>13</b>	<b>12</b>	<b>4</b>	<b>33.3%</b>	<b>3.88%</b>
<b>14</b>	<b>13</b>	<b>10</b>	<b>76.9%</b>	<b>9.70%</b>
<b>15</b>	<b>2</b>	<b>1</b>	<b>50.0%</b>	<b>0.97%</b>

Date of policy update Autumn Term 2023

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.

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 protected characteristics they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular protected characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of external school opportunities)

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 homophobic or transphobic bullying)
- Preparing and publishing equality objectives on our website.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual identity
- Marriage and Civil Partnership (for employees)

Date of policy update Autumn Term 2023

### **The curriculum**

- We believe that pupils should be exposed to beliefs and ideas of all kinds. We will ensure, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.
- We will respect the right of parents to withdraw their child from sex education (except in exceptional circumstances).

### **Roles and responsibilities for implementing the Equality and Diversity Policy**

#### **The governing board will:**

- Delegate responsibility for monitoring the achievement of the objectives on an annual basis to the Headteacher

#### **The Head Teacher is responsible for:**

- Promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Monitoring success in achieving the objectives and report back to governors

#### **The School Leadership Team are responsible for:**

- Supporting staff in implementing this policy.
- Providing a lead in the collection and dissemination of information relating to the policy.
- Identifying good quality resources and CPD opportunities to support implementation of the policy.
- With the Head Teacher, providing advice/support in dealing with any incidents/issues.
- Evaluating and reviewing the objectives annually, taking into consideration the School Development Plan
- Ensuring coverage in the curriculum of equality issues.

#### **All Staff are responsible for:**

- Accepting and supporting the policy.
- Modelling good practice, recognising and tackling bias and stereotyping
- Knowing the procedures for reporting prejudice behaviour incidents and other forms of discrimination.
- Avoiding discrimination against anyone for reasons of diversity and difference.

#### **Pupils are responsible for:**

- Experiencing/ engaging with a curriculum and environment, which is respectful of diversity and difference and prepares them well for life in a diverse society.

#### **Parents / Carers are responsible for:**

- Supporting the policy.

#### **Visitors and Contractors are responsible for:**

- Following our equality policy.

Date of policy update Autumn Term 2023

**Monitoring:**

This policy will be reviewed by the Headteacher annually and updated where appropriate – any amendments will be duly communicated to governors and staff.

**The Equality policy relates to these other Oak Lodge School Policies:**

- Safeguarding Policy
- Recruitment & Safer Recruitment
- Positive Relationships and Behaviour Policy
- Anti-Bullying Policy
- Teaching & Learning Policy
- Assessment policy
- Admission Procedures
- Code of Conduct
- Whistle blowing policy

## Equalities Objectives 2022-2024

Objective	Which pupils with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact Review : July 2021 to 2023:	RAG
<p><b><u>To improve outcomes for all students including those with protected characteristics so that they make progress at least in line with expectations based on their prior attainment and ability.</u></b></p>	<p>Analyse the progress of all students regularly, looking at the progress of groups with protected characteristics and other groups, which are not protected, for example, FSM (Ever 6)</p> <p>Report the progress of all students, including those with protected characteristics, and implement timely interventions where required.</p> <p>If the progress of a particular protected group is a cause for concern, work will be done with this cohort as a group.</p> <p>Carry out regular quality assurance checks through the school's monitoring, evaluation and review processes, ensuring that all colleagues who are a part of this process give due regard to those groups with protected characteristics.</p>	<p>All exam results and data capture are analysed by groups, including those that contain students with protected characteristics</p> <p>SIMS to be effectively synchronised with Bsquared/Connecting Steps to pick up learners' actual primary needs.</p> <p>Behaviour and Attendance data is analysed by groups, including those that contain students with protected characteristics</p> <p>Analysis of information Wellbeing &amp; Safeguard team to share information from partner groups such as RAD, REMARK, Deaf CAHMS by protected characteristics – gender and ethnicity for analysis.</p>	<p>Progress data is now captured and analyse by groups for example ever 6 FSM, gender &amp; ethnicity.</p> <p>Half-termly progress meetings are held with HoDs – staff are conversant of learners medical and learning needs. Implemented strategies are reviewed to support learners.-</p> <p>Moderation process (training) has begun to develop skills around subject specific specification and effective use of a range of mark schemes.</p> <p>Pupils needs are summarised in pupil profiles</p>	<p></p>



Objective	Which pupils with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact Review : July 2021 to 2023:	RAG
	<p>Where applicable use external examination results and internal data analysis to set up interventions to improve outcomes, reviewing outcomes for any groups for whom intervention has occurred, whether they are protected or not.</p> <p>Timetabling of specialist resources will be arranged so that all students who require them, have access to them.</p>	<p>Scrutiny checks show that staff are aware of needs – medical and learning in relation to groups with protected characteristics</p> <p>Learning support interventions in place.</p>		
<p><b>Areas for Development : To improve outcomes for all students</b></p> <ul style="list-style-type: none"> <li>• To continue to develop systems and analyse all data by protected characteristics</li> <li>• To start to analyse those students who fall into more than one category – for example, underachievement, behaviour and attendance.</li> <li>• Continue to put in place interventions and action plans to support students underachieving in more than one category.</li> </ul>				
<p><b><u>Religion or belief</u></b></p> <p>To enable pupils to learn about a wider range of cultural and faith celebrations and festivals.</p> <p>This is to be reflected in curriculum planning.</p>	<p>Pupils who share this Protected characteristic and those who do not.</p>	<p>Pupils will have participated in and engaged with multicultural celebrations that reflect their background and heritage.</p> <p>School curriculum revised to ensure breadth and coverage of multi-faith celebrations in topic planning.</p> <p>Further develop links with the local places of worship for curriculum visits.</p>	<p>The curriculum provides a calendar of opportunities for pupils to engage in celebrating festivals from a range of religions.</p> <p>The school has reviewed its provision of Religion and belief and is developing its curriculum to ensure that it meets statutory requirements and provides a breadth of beliefs and religious understanding and tolerance.</p> <p>Further information is available on our website in curriculum information.</p>	

<b>Areas for Development: To place greater emphasis on religious and cultural festivals</b>				
<ul style="list-style-type: none"> <li>A greater range of multi-faith/cultural celebrations to be a part of half termly diary dates</li> <li>Review of curriculum to incorporate religious festivals</li> </ul> <p style="text-align: center;">Develop further links with places of worship and incorporate into planning</p>				
Objective	Which pupils with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact Review : July 2021 to 2023:	RAG
<b>Disability</b> Improve disability awareness with invited guests or volunteers who provide role models for our pupils	All pupils	Pupils are provided with role models from the local and wider community (including ex-students) who have a range physical disabilities, are Deaf or have learning difficulties.	We have a wide range of Deaf/deaf role models within our staff. We are further building on this through our involvement with para games and Deaf games activities. Our pupils are encouraged to explore Deaf icons and develop knowledge around their deaf culture.	
<b>Areas for Development: To improve disability awareness</b>				
<ul style="list-style-type: none"> <li>Invite disabled role models / sports men and women into school to share their experiences.</li> </ul> <p style="text-align: center;">Follow and celebrate sports people competing in the Paralympics and Olympics in 2024</p>				
<b>To promote equal working</b> conditions for all staff regardless of disability, race, ethnicity, sex, religion, pregnancy, marital status, sexual orientation or gender re-assignment.	Monitor and evaluate the impact of our recruitment practices <ul style="list-style-type: none"> <li>Introduce a wide-ranging CPD programme for all staff and support those from under-represented groups who have been identified as having the potential and aspiration to gain promotion.</li> </ul>	Staff exit interviews were completed for staff leaving CPD Program in place for all staff School appraisal processes support staff in gaining promotions and developing leadership in all roles within school – teaching, support and admin. Bespoke training program and leadership structure in place for TAs – including moving into teaching roles	Recruitment process ensure monitoring for equal practices. Our CPD programme is accessible for all staff and is focussing developing and sharing best practice. Staff have attended Unconscious bias training – we are part of the Wandsworth equality programme – attending borough wide meetings. Our School has promoted the development of staff from TA/ HLTA in to teaching and TOD qualifications.	

			We have developed a mentally healthy school strategy and have a lead for mental health and a staff mental health first aider as well as wellbeing staff.	
Objective	Which pupils with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact Review : July 2021 to 2023:	RAG
	<ul style="list-style-type: none"> <li>• Offer development opportunities to all staff that develop their leadership skills, targeting groups that are under-represented in our workforce</li> <li>• Increase awareness of equalities, diversity and inclusion through communications and training</li> <li>• Ensure that all new employees undertake equality training and all managers undertake training in unconscious bias.</li> <li>• Complete exit interviews with all staff that address issues of equality and diversity explicitly in order to improve practice.</li> </ul>	<p>We have a mental health strategy for the school and all staff know that the SLT make decisions that have their wellbeing at their heart.</p> <p>Induction processes support and exit interviews inform best practice.</p>	<p>Unconscious bias training booked for all staff in the school.</p> <p>Secure link established with the Wandsworth Equalities working group providing beneficial opportunities for networking and sharing of good practice.</p> <p>Oak Lodge staff actively use access to work, a scheme used to ensure Deaf staff have the same opportunities at work as their hearing peers. An access to work interpreter is available for booking via an online form</p> <p>The physical environment of the school has been improved for students and staff through the introduction of extra ramps and adjustable seating.</p>	
<p><b>Areas for Development: To promote equal working</b></p> <ul style="list-style-type: none"> <li>• Equalities training program to continue on a rolling programme for all staff</li> <li>• Analysis of staff exit interviews and staff recruitment to be reported to SLT and governors at the end of the academic year</li> </ul> <p style="text-align: center;">New staff receive training on the Equality Policy as part of their induction</p>				

<p><b><u>To promote mental health</u></b> and well-being so that all members of the school community are valued and supported, regardless of special educational needs and disability, gender, ethnicity, and sexual orientation.</p>	<p>Develop an ethos where all members of the community respect each other, work together and embrace the diverse nature of the school community.</p> <p>Design a broad and balanced PSHE curriculum, which will focus and support the students' well-being and give them the relevant skills to stay safe and happy in school and in their wider lives, regardless of their differences.</p> <p>Ensure that all students across the school have equal access to group and 1:1 counselling services provided as part of the school offer.</p> <p>Monitor and analyse referrals to counselling and other services linked to supporting well-being through our Wellbeing Team and ensure that any specific issues related to a group are picked up and acted upon.</p> <p>Ensure that the student voice is heard in relation to policy and process around anti-bullying, especially in relation to gender, ethnicity and sexuality.</p> <p>Ensure specific groups – both with and without protected</p>	<p>Increased the number of days of support for students who need</p> <ul style="list-style-type: none"> <li>-Talk / Sign and Draw</li> <li>-Deaf Hope</li> </ul> <p>Engaged a music Therapist</p> <p>Improved analysis of participation data</p> <p>Full review of anti-bullying policy – governor, staff, student and parent voice</p> <p>All the school community feel valued and know where to go to for support</p> <p>PHSE curriculum is accessible and effective in enabling students to develop transferable skills for adulthood.</p>	<p><b><u>Wellbeing staff support</u></b></p> <p>Pupils can access drop-in sessions and group sessions arranged at specific times of the week, In these sessions resources are available for positive behaviour support to effect long term positive behaviour change</p> <p><b><u>Anti-Bullying Week:</u></b></p> <p>The Wellbeing Team created a week activities and personalised targeted workshops to support children's understanding and awareness of 'Anti-Bullying week'. Staff feedback highlighted that they felt the workshops worked very well to target key issues that have been identified over the term linked to online bullying and friendships.</p> <p><b><u>CAMHS/ Deaf CAMHS consultations and referrals.</u></b></p> <p>The Safeguarding Team continued to liaise with Deaf CAMHS professionals ensure that their therapeutic sessions and medication reviews continue. They have created a spreadsheet which includes all the vulnerable pupils' key professional contact details. It also CAMHS/Deaf CAMHS service support</p> <p><b><u>Talk and Draw therapy</u></b></p> <p>Our Talk and Draw therapist sessions take place with students identified with high emotional and safeguarding needs. The Talk and Draw therapist supports pupils three times a week from January 2024</p> <p><b><u>Children's Mental Health Awareness Week.</u></b></p>	
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	<p>characteristics– will receive interventions designed to promote their health and wellbeing.</p> <p>Staff are supported through EAP and ATW where appropriate. Staff can access additional benefits through the rewards scheme of which OLS is a member.</p>	<p>Staff wellbeing has identified leads within the school and currently holds accreditation for WAAS.</p> <p>Staff forum allows for staff to express their ideas &amp; views.</p>	<p>Wellbeing Team organised the school ‘Children’s Mental Health Awareness Week’ consisting of an assembly and personalised workshops for all students to help develop and promote their understanding of ‘Mental Health’.</p>	
<p><b>Areas for Development: To promote mental health</b></p> <ul style="list-style-type: none"> <li>To further strengthen the development of pupil wellbeing and behaviour / attitudes through developing a Trauma Informed Schools approach to support pupil’s well-being and mental health.</li> <li>To develop staff skills in supporting pupils through our Trauma Informed approach.</li> <li>Continue to complete case studies in all areas of mental health support to ensure that students are identified and signposted</li> <li>Work with Health professionals to ensure that information on mental health issues is shared between agencies where appropriate, to the benefit of young people</li> </ul> <p>To introduce the character education programme focusing on the development of attitudes, skills and behaviours that will support students to be successful in school and in adult life.</p>				
Objective	Which pupils with protected characteristics will this most affect/influence	How will we know if we have met our objective?	Actions and impact Review : July 2021 to 2023:	RAG
<p><b><u>Sex and relationships</u></b></p> <p>Where appropriate, children will have access to a sex and relationship programme of study that suits their level of understanding</p>	<p>Families and communities who share a protected characteristic.</p> <p>Review to PSHE &amp; RSE offer to ensure it meets the needs of pupil’s and pupils can transfer information from one setting to another.</p>	<p>Pupils will have learnt about personal safety, personal hygiene, safe relationships and appropriate and safe touch.</p> <p>They will learn that sexual violence and harassment is unacceptable and</p>	<p>The PSHE / RSE curriculum is being reviewed for accessibility so that it provides a planned scheme of opportunities throughout the year for pupils to learn about personal safety, safe relationships, safe touch and challenging sexual violence and harassment.</p> <p>See <b>RSE / PSHE curriculum – w</b></p>	

Date of policy update Autumn Term 2023

		is not an inevitable part of growing up		
<b>Areas for Development: Sex and relationships</b> To develop and audit our PSHE programme and online learning / safety so that pupils can transfer skills & knowledge into their daily lives. Further development of a whole school approach, which includes PSHE/RSE lessons, pastoral programme, assemblies and interventions. Part of the curriculum offer may involve engagement with appropriate external agencies to deliver content to students				