



Equality Policy & Objectives 2021

Statutory School Policy

Policy Date	January 2019 (update)	Review January 2021
Agreed to be adopted Signature:	Date :	Schools & Resources committee
Policy update Date		Review
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Review		
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Equality objectives

Oak Lodge is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We strongly believe that the Equality Act provides a framework to support our commitment to valuing diversity, tracking discrimination, promoting equality and fostering good relationships between people in our school.

We welcome our duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have regard for equality; and to publish equality objectives to show how we plan to tackle particular inequalities and reduce or remove them.

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

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

Oak Lodge School is committed to the fair treatment of all regardless of age, colour, disability, ethnicity, nationality, race, religious background or spiritual beliefs, gender, sexual orientation or any other personal characteristic. We are committed to ensuring that all rights of the child are respected in accordance with the UN charter.

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.

This policy sets out the school's approach to promoting equality as defined in the Equality Act 2010 and the specific duty as set out in The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (May 2014). We aim to make sure that no-one experiences less favourable treatment or discrimination because of:

- sex
- age
- race
- disability
- marriage and civil partnership
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Current Context

Oak Lodge is a maintained residential and day secondary special school based in Wandsworth for pupils with hearing, speech, language and communication needs aged 10 -19. Most students have significant communication difficulties. Students attend from a wide catchment area from neighbouring local authorities.

We offer day and residential places for deaf students and hearing students with Speech ,language, communication difficulties (SCLN) and/or auditory processing difficulties (auditory processing disorder, auditory agnosia and auditory neuropathy), who benefit from being educated in an inclusive multi-modal/ total communication environment. Many of our pupils also 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 backgrounds

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- All pupils have a full statement of SEN or an EHC Plan
- School assessment data reviews attainment of different groups and currently we see no significant difference in the attainment of different groups
- School takes a highly individualised approach to raising attainment for all learners
- We respect each individual's differences and identity.
- We have pupils who have English as an Additional Language
- Our pupils come from a diverse ethnicity and religious background
- 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: 76

Information on students by protected characteristics:

SEND

Number of student's years 7 - 14		% of school population
EHCP (code E)	76	100.00%
SEN Statemented (code S)	0	0.00%
SEN Provision (code K)	76	100.00%

Looked After Children 2 2.63%

Year Group	Number of LAC	% of the school population
7	0	0.00%
8	0	0.00%
9	0	0.00%
10	0	0.00%
11	0	0.00%
12	1	1.32%
13	0	0.00%
14	1	1.32%

Ethnicity

Ethnic group	Total number	% of school population
AO Asian Background	4	5.26%

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AO Black Background	2	2.63%
AO Mixed Background	2	2.63%
Bangladeshi	5	6.58%
Black Ghanaian	3	3.95%
Black Nigerian	3	3.95%
Black Somali	4	5.26%
Black Caribbean	4	5.26%
Gypsy/Roma	1	1.32%
Indian	2	2.63%
Other Black African	4	5.26%
Other Ethnic group	5	6.58%
Pakistani	7	9.21%
Refused	1	1.32%
White British	20	26.32%
White & Asian	2	2.63%
White Eastern European	4	5.26%
White Other	3	3.95%

Gender

Year Group	Total Boys	Total Girls	Total
6	2	0	2
7	5	3	8
8	4	4	8
9	6	2	8
10	5	3	8
11	7	7	14
12	5	5	10
13	6	9	15
14	3	0	3

FSM (Disadvantaged students)

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Year Group	Students in year group	FSM	% of year group	% of school population
7	10	6	60.00%	7.89%
8	8	5	62.50%	6.58%
9	8	4	50.00%	5.26%
10	8	1	12.50%	1.32%
11	14	10	71.43%	13.16%
12	10	5	50.00%	6.58%
13	15	3	20.00%	3.95%
14	3	1	33.33%	1.32%

Equality Act 2010

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions

We will not publish any information that can specifically identify any individual child or adult

- Prepare and publish equality objectives on our website.

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Roles and responsibility for implementing the Equality and Diversity Policy

The Governors are responsible for:

- Making sure the school complies with the relevant equality legislation.
- Ensuring that the school Equality and Diversity Policy and its procedures are followed.
- Supporting the Head Teacher in implementing any objectives necessary.
- Evaluating and reviewing the objectives annually.
- Assessing the potential impact of decisions made upon equalities.

The Head Teacher is responsible for:

- Making sure that this policy is available to all
- Making sure the policy and its procedures are followed.
- Managing any day to day issues arising from the policy whether for pupils or for the schools as an employer, e.g. taking appropriate action in cases of harassment and discrimination
- Producing regular information for staff and governors about the plans and their effectiveness.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Ensuring the School Leadership Team is kept up to date with any developments affecting the policy objectives and connected action plan arising from the policy.
- Ensuring CPD is inclusive of all staff and includes equality matters.
- Ensuring recruitment, selection and promotion of all staff (teaching, support, care staff and administrative), reflects fair and safer recruitment procedures.
- Reporting annually to the governors and local authority re: numbers of reported incidents.
- Ensuring that the voice of all stakeholders including parent/carers voice, pupil voice and staff voice is considered when making decisions.

The School Leadership Team are responsible for:

- Supporting other 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 Improvement Plan
- Ensuring coverage in the curriculum of equality issues.
- Ensuring the curriculum promotes pupils' SMSC

All Staff are responsible for:

- Accepting that this is a whole school issue and support the policy.
- Modelling good practice, recognise and tackle bias and stereotyping
- Knowing the procedures for reporting prejudice behaviour incidents and other forms of discrimination.
- Promoting equality
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender.
- Keeping up to date with the law on discrimination.
- Taking up training and learning opportunities.

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.
- Experiencing and learning about the UNCRC and what their rights and responsibilities are.

Parents / Carers are responsible for:

- Having access to the policy.
- Supporting the policy.
- Agreeing to the home school agreement

Visitors and Contractors are responsible for:

- Following our equality policy.
- Long term visitors such as volunteers and students on placement will be required to sign a code of conduct.

Monitoring:

The Equality and Diversity Policy set out actions responsibilities and time frames. This will link to and be subject to annual review of the School Improvement Plan priorities. The Headteacher will provide monitoring reports to Governors via the termly Headteacher report.

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

- Safeguarding Policy
- Recruitment & Safer Recruitment
- Behaviour Policy
- Anti-Bullying Policy
- Teaching & Learning Policy
- Assessment policy
- Admission Procedures
- Code of Conduct
- British Values Statement
- Whistle blowing policy

Equalities Objectives 2021-2023

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:	RAG
<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>	<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 effectively synchronised with Bsquared/Connecting Steps to pick up learners' actual primary needs. CRO & AH</p> <p>Behaviour and Attendance data is analysed by groups, including those that contain students with protected characteristics</p> <p>Analysis of information Wellbeing & Safeguard team to share information from partner groups such as RAD, REMARK, Deaf CHAHMS Place2Be and is done by protected characteristics – gender and ethnicity for analysis</p>	<p>Progress data is now captured and analyse by groups for example ever 6 FSM and genders. AH – on going</p> <p>Exam process – succinct system in in place- ensuring that exams schedule is place with appropriate and timely training. Completed AH, PH&RB</p> <p>All invigilators have now been trained. AH</p> <p>Summer 2020 exams (results) data to be analysed by groups. AH</p> <p>CRO & AH to schedule a date & time to synchronised SIMS with Bsquared/Connecting Steps.</p> <p>Effectively analyse year 7 catch-up premium funding learners who didn't achieve level 4 at the end of KS2. Completed -AH - on going.</p> <p>Partner groups information are not shared with AH.</p> <p>In the process of analysing progress data by ethnicity. AH -on going</p>	

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	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. Timetabling of specialist resources will be arranged so that all students who require them, have access to them.	Scrutiny checks show that staff are aware of needs – medical and learning in relation to groups with protected characteristics Interventions and attendance interventions are in place from data analysis Learning support interventions in place in all pupil groups	Half termly progress meetings are held with HoDs – staff are conversant of learners medical and learning needs. Implemented strategies are discussed to support learners. AH- on going Set up BSL framework on classroom monitor to capture BSL data. AH & RFR– completed As of 4th January 2021 BSL, data is now available to analyse. Moderation process (training) has begun to develop skills around subject specific specification and how to use marks schemes effectively. AH Planning with data training in the first half-term – AH to revisit training after 8 th March 21.	
Areas for Development: To Develop systems and analyse all data by protected characteristics Start to analyse those students who fall into more than one group – for example, underachievement, behaviour and attendance. Put in place interventions and action plans to support students underachieving in more than one category.				
<u>Religion or belief</u> To place a greater emphasis on celebrating festivals from a wider range of religions so that more pupils have their religious beliefs recognised at school.	Pupils who share this Protected characteristic and those who do not.	Pupils will have participated in and engaged with multicultural celebrations that reflect their background and heritage.	The curriculum provides a scheme of opportunities throughout the year for pupils to engage with celebrating festivals from a range of religions. See Religious curriculum – website	
Religion or belief Children to learn about different cultural and	This to be reflected in pupils who share this protected characteristic and those who do not.	School curriculum will be revised to ensure breadth and coverage of	The school has reviewed its provision of Religion and belief and is developing its curriculum to ensure that it	

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faith celebrations and festivals. This is to be reflected in curriculum planning.		multi-faith celebrations in topic planning. Further develop links with the local places of worship for curriculum visits.	meets statutory requirements and provides a breadth of beliefs and religious understanding and tolerance. Further information is available on our website in curriculum information.	
Areas for Development: <ul style="list-style-type: none"> Multi-faith/cultural celebrations to be a part of half termly diary dates Review Topic planning and curriculums Develop links with places of worship and incorporate into planning and curriculum overviews 				
Disability Improve disability awareness with invited guests or volunteers who provide role models for our pupils	All pupils	When our pupils are provided with role models from the local and wider community (including ex-students) who have physical disabilities, are Deaf or have learning difficulties.	This area needs further work and development – impacted by Covid during past 12 months.	
Areas for Development: Invite disabled role models / sports men and women into school to share their experiences				
To promote equal working 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"> 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 Offer development opportunities to all staff that develop their 	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	Recruitment process have begun to be reviewed and monitored for equal practices. Our CPD programme is accessible for all staff and is focussing on promoting ICT development of skills to support pupils during blended learning sessions and reduce the gap in access to learning. This has begun to be developed. A lead has yet to be appointed.	

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	<p>leadership skills, targeting groups that are under-represented in our workforce</p> <ul style="list-style-type: none"> • Increase awareness of equalities, diversity and inclusion through communications and training • Ensure that all new employees undertake equality training and all managers undertake training in unconscious bias. • Complete exit interviews with all staff that address issues of equality and diversity explicitly in order to improve practice. 	– including moving into teaching roles	Our School has promoted the development of staff from TA/ HLTA in to teaching and TOD qualifications.	
<p>Areas for Development:</p> <ul style="list-style-type: none"> • Equalities training program to be developed for all staff <p>Analysis of staff exit interviews and staff recruitment to be reported to SLT and governors</p>				
<p><u>To promote mental health</u> 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 their 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</p>	<p>Increased the number of days of support for students who need counselling support</p> <ul style="list-style-type: none"> - Place2Be - Step Forward -Sign and Draw -Deaf Hope <p>Engaged a volunteer Art Therapist</p> <p>Improved analysis of participation data</p>	<p><u>Anti-Bullying Week: 16-20 November 2020</u></p> <p>The Wellbeing Team created a week activities and personalised workshops to support children's understanding and awareness of 'Anti-Bullying week'. theme "United Against Bullying". Targeted workshops for identified students that have high mental health and behavioural needs.</p> <p>The Wellbeing Team and Radha Starr (Family Liaison Officer – RAD) arranged games and activities to support the children's learning and understand of what bullying</p>	

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	<p>ethnicity, gender, sexuality, religion and special educational needs and disability.</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. Monitor referrals to counselling and other services to do with supporting well-being through our Wellbeing Team</p> <p>Analyse referral data to internal and external services to ensure that any specific issues related to a group with protected characteristics 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>Where required, specific groups – both with protected characteristics and without – will receive interventions designed to promote their health and well-being as a group.</p>	<p>Full review of anti-bullying policy – governor, staff, student and parent voice</p> <p>Staff training program with CAMHS for Inclusion staff in mental health issues</p>	<p>means and how we can work together to prevent bullying. The feedback from staff highlighted that they felt the targeted workshops worked very well to target key issues that have been occurring over the term linked to online bullying and friendships.</p> <p><u>CAMHS/ Deaf CAMHS consultations and referrals.</u></p> <p>The Safeguarding Team continued to liaise with Deaf CAMHS professionals to arrange remote video calls to our pupils to ensure that their therapeutic sessions and medication reviews continued.</p> <p>Deaf CAMHS continued to offer the Safeguarding Team to support and advice on complex cases. They have provided informal workshops to help staff to have a further understanding students with complex wellbeing /mental health needs.</p> <p><u>Talk and Draw therapy</u></p> <p>Our Talk and Draw therapist remote sessions with identified students who have been identified with high emotional and safeguarding needs. The Talk and Draw therapist supports pupils every Monday.</p> <p><u>Children's Mental Health Awareness Week.</u></p> <p>Wellbeing Team organised the school 'Children's Mental Health Awareness Week'. (8-12th February 2021). This year the theme was 'Express yourselves'. The Wellbeing Team delivered an assembly and personalised workshops for all students to help develop and promote their understanding of 'Mental Health'. The workshops also included video clips from external deaf professionals talking about their mental health.</p>	
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			The Mental Health and Wellbeing First Aid lead offered Mental Health awareness 'drop in' sessions for staff to access during Mental Health Awareness week. The aim was to 'get rid of stigma' and share strategies on how we keep our Mental Health Healthy. Additional support and shared resources for staff, which beneficial during these current circumstances with COVID-19.	
Areas for Development: Complete case studies in all areas of mental health support to ensure that students are identified and signposted Develop a list of students known to be receiving support from CAMHS and NDCAMHS Work with Health professionals to ensure that information on mental health issues is shared between agencies where appropriate, to the benefit of young people Progress Feb 2021 - The Safeguarding team have created a spreadsheet which includes all the vulnerable pupils key professional contact details. information. It also highlights which students are accessing CAMHS/Deaf CAMHS services. The Safeguarding Team continue to update the case studies to include Mental Health and Wellbeing cases that have been managed in school.				
<u>Sex and relationships</u> Where appropriate, children will have access to a sex and relationship programme of study.	Families and communities who share a protected characteristic.	Pupils will have learnt about personal safety, personal hygiene, safe relationships and appropriate and safe touch. They will learn that sexual violence and harassment is unacceptable and is not an inevitable part of growing up	The PSHE / RSE curriculum provides a scheme of opportunities throughout the year for pupils to learn about personal safety, safe relationships, safe touch and challenging sexual violence and harassment. See RSE / PSHE curriculum – website	
Areas for Development: Further development of a planned curriculum forming part of 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				

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