



Equality Policy & Objectives 2025-6

Statutory School Policy

Policy Date	February 2025 (update)	
Agreed to be adopted Signature:	Date :	Schools & Resources committee
Policy update Date cycle	1 Year	

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 communities it serves. We are proud of our school community, in which all members have a right to be treated and valued equally regardless of ethnicity, class, gender, sexual orientation, age, 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

Looked After Pupils (In Care)

Year Group	Number of Pupils	%
Year 06	0	0%
Year 07	0	0%
Year 08	0	0%
Year 09	0	0%
Year 10	0	0%
Year 11	0	0%
Year 12	0	0%
Year 13	0	0%
Year 14	0	0%
Year 15	0	0%
Year 10	1	1%
Year 11	1	1%
Year 14	1	1%
Year 15	0	0%

Ethnicity

Ethnic Group	Number of pupils	% of School Population
Any other Asian background	8	8.60
Any other Black background	7	7.53
Any other ethnic group	6	6.45
Any other mixed background	4	4.30
Any other white background	6	6.45
Bangladeshi	4	4.30
Black - African	17	18.28
Black - Caribbean	6	6.45
Chinese	1	1.08
Gypsy / Roma	1	1.08
Indian	3	3.23
Pakistani	4	4.30
White - British	21	22.58
White and Asian	3	3.23
White and Black African	2	2.15

FSM

Year Group	FSM Student Count	% of School Population
Year 06	1	1.64
Year 07	4	6.56
Year 08	7	11.48
Year 09	9	14.80
Year 10	10	16.40
Year 11	7	11.48
Year 12	8	13.11
Year 13	10	16.40
Year 14	4	6.56
Year 15	1	1.64
Total	61	

Gender/Sex as of March 2025

Year Group	Female	Male
Year 06	0	1
Year 07	2	4
Year 08	5	6
Year 09	4	6
Year 10	6	6
Year 11	3	8
Year 12	8	4
Year 13	5	11
Year 14	4	6
Year 15	2	0
Totals	39	52

SEND as of March 2025

	Number of Students	% of School Population
EHCP	91	100
Pending Statement	0	0

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- 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 policy operates in conjunction with the following school policies:

- Safeguarding Policy 2024-25
- Recruitment & Safer Recruitment Procedure
- Positive Behaviour and Relationships Policy
- Teaching & Learning Policy
- Assessment, feedback and marking policy
- Admission Policy
- Code of Conduct

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 characteristic 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:

- Analyse data to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.
- Prepare and publish equality objectives on our website.

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

- Age
- Disability
- Ethnicity
- Sex
- Gender reassignment
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Maternity and pregnancy
- Religion and belief
- Sexual identity
- Marriage and Civil Partnership (for employees)

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 reporting 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.

Students 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.

Monitoring:

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

Equalities Objectives 2025-6

Equality Objective	Action	Monitoring	Who is responsible ?	Timescales	How will we know if we have met our objective ?	RAG
<p>To ensure effective monitoring of the impact of attendance, behaviour and intervention data</p> <p>To develop and strengthen processes to make this accessible to stakeholders.</p>	<p>Revise the data collection template for case studies.</p> <p>Use Arbor for recording of attendance, behaviour via case studies.</p> <p>Use “Motional” to gather more robust data and to demonstrate the impact of wellbeing interventions.</p>	<p>Curriculum based data is monitored by Subject and team leads</p> <p>Behaviour , attendance and wellbeing data is monitored by the wellbeing team</p>	DHT (SENCO, Pastoral, Behaviour)	End of July 2025	<p>Case studies show impact of attendance, behaviour and interventions.</p> <p>“Motional” “Snapshots” and “Groupshots” completed gather robust data to show the impact of wellbeing interventions to stakeholders</p>	
To continue to emphasise and promote student engagement, knowledge and understanding of religious festivals	<p>Review the provision of religion across the school and provide a breadth of experiences to promote knowledge, understanding and tolerance of religions through religious festivals</p> <p>Develops further links with local places of religious worship</p>	Provision monitored by DHT (CM) and RE lead teacher.	DHT (Curriculum)	By the end of July 2025	<p>Students participate in and engage with religious celebrations that reflect their background and heritage (identified in the school diary).</p> <p>Links with local places of worship are developed further for offsite visits which support engagement, knowledge and understanding</p>	

Equality Objective	Action	Monitoring	Who is responsible ?	Timescales	How will we know if we have met our objective ?	RAG
To continue to promote equalities by continuing to roll out an Equalities training program for all staff.	<p>Provide training to increase awareness of equalities, diversity and inclusion (to include unequal bias)</p> <p>Ensure that new staff receive training on the Equality Policy as part of their induction</p> <p>Complete exit interviews that address issues of equality and diversity explicitly in order to provide input to training if required.</p> <p>Develop further links to Wandsworth Equalities working group to provide training input if required</p>	<p>Training and exit interviews monitored by SLT</p> <p>Induction – DHT (CM)</p> <p>Link with Wandsworth Equalities group initially established with DHT (CM) New link to be confirmed.</p>	DHT (Curriculum), HR Lead	Summer term 2026	<p>Staff operate among an equal and diverse workforce. They report that they know how to spot discriminatory behaviour or biases and how to effectively report and communicate issues.</p> <p>Induction processes support understanding of equalities policy and exit interviews inform best practice.</p> <p>There is evidence that the link established with the Wandsworth Equalities working group provides beneficial opportunities for networking /sharing of good practice.</p>	
To further strengthen the development of student wellbeing and behaviour / attitudes through developing a Trauma Informed approach to support students' well-being and mental health.	<p>Further Trauma informed training is provided for all staff.</p> <p>SLT to complete two-day Trauma informed training course.</p>	DHT/Behaviour Lead	DHT (SENCO, Pastoral, Behaviour)	Summer Term 2026	<p>All staff use a trauma informed approach to proactively prevent and deescalate negative behaviours, positively impacting students' behaviour, socioemotional and academic outcomes</p> <p>Less recorded incidences of higher-level behaviour.</p>	

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To further strengthen the development of student wellbeing and behaviour / attitudes through developing a Trauma Informed approach to support students' well-being and mental health	Continue to complete case studies in all areas of mental health support to ensure that students are identified and signposted Work with Health professionals to ensure that information on mental health issues is shared between agencies where appropriate, to the benefit of young people	Monitoring of the impact of interventions through case studies by DHT	DHT (SENCO, Pastoral, Behaviour)	Ongoing	Case studies in place identifying interventions and the impact they have on students' outcomes. Clear identification and signposting of students with mental health needs and transfer of information to relevant agencies	
To audit and adapt the PSHE programme so that pupils can transfer skills & knowledge into their daily lives more effectively Further development of a whole school approach, which includes PSHE/RSE lessons, pastoral programme, assemblies and interventions.	Identify new key emerging topics in preparation for adult life. Identify and link subjects / organisations that support or enhance the curriculum. Incorporate student voice, pastoral and wellbeing input and assessment outcomes Establish a new PHSE curriculum with associated guidance on pedagogy and resources. Review and establish effective reporting systems to demonstrate and measure impact of the new curriculum	Termly monitoring of the PHSE action plan	DHT (Curriculum)	July 202	Pupils are supported to recall and apply PHSE information by a whole school approach in which identified topics are reinforced across the curriculum and in assemblies pastoral and interventions There is greater knowledge understanding of PHSE topics and students report that they are beginning to apply these beyond school .	

Equality Objective	Action	Monitoring	Who is responsible ?	Timescales	How will we know if we have met our objective ?	
To put in place a reasonable adjustment agreement for all students and staff with physical disabilities, to ensure their needs are reviewed and met.	Ensure that there is a <i>risk assessment</i> in place to support any student and staff members with physical support needs.	Annually	SLT OT	Complete by July 2025	<p>Students and staff with physical needs are supported by having a risk assessment followed by an agreement to ensure that reasonable adjustments are made to support them.</p> <p>The physical environment of the school is reviewed and improved for students, staff, and improvements made in line with risk assessments.</p>	