Oakleigh School
& The Early Years Centre

Pupil Equality, Equity, Diversity and Inclusion Policy

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Statement of intent

Oakleigh School understands that, under the Equality Act 2010, as a school we have a duty to all pupils and their families and carers to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities and strengths. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using data to monitor the progress of all pupils
- Regularly reviewing our policy to ensure it reflects current trends and issues

1 Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010

Written by Sandra Down May 2022 /Reviewed date: May 2026

- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

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) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Relationships, Physical Health and Mental Wellbeing Education Policy
- Attendance and Absence Policy
- Behaviour Policy
- School Uniform Policy
- Admissions Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
- Admissions.
- The way the school provides and education for pupils.
- How pupils are provided with access to benefits, facilities and services.
- How all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Head teacher.

The Head teacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Co-produce this policy with all school staff
- Ensure that appropriate therapeutic services are made available for pupils where required.

Staff will:

- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and provide appropriate materials and activities.
- Provide a range of multicultural play resources, including puzzles, role play and stories
- Act as a role model for equality, diversity and inclusion across the whole school community.
- Attend relevant training in regards to Equalities and read the policy

3 Protected characteristics

We will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex
- Race.
- Religion

We will;

- Be respectful of the pupils' complex SEND Disability and not see this as a barrier to learning
- Be aware and respectful of the pupil's mental and emotional wellbeing, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Respect pupil's religion or beliefs.
- Respect all pupil's sexual orientation.
- To not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.
- We will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.
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4 Sex

- For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs.
- Gender is used to describe the characteristics of men and women that are socially constructed
- We ensure that all pupils are valued as individuals and are respected for who they are
- We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.
- We ensure that children experience positive, non-stereotypical images of women and men, girls and boys across the curriculum.
- Due to the complex SEND of our pupil cohort, the curriculum allows for all pupils to have the same opportunities as each other, regardless of gender.
- We encourage male and female parents, carers and siblings to be involved in school life and contribute to their children's learning and progress.
- We provide opportunities for children to learn from male and female role models.
- We will endeavour to ensure that pupils value, tolerate and respect each other and those around them
- We will ensure that any religious beliefs, with regards to sexual orientation, are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.
- Due to the complex SEND of the pupils in Oakleigh School, it may be challenging for the pupils' to identify and express their gender identity. However, where this becomes obvious for the pupil the school would respect and support the pupil's choice.

5 Race and Ethnicity

- We will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.
- We will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.
- We celebrate the ethnic and cultural backgrounds of children and families and encourage families to share this with us.
- We plan and deliver exciting and appropriate learning opportunities which reflect and celebrate the diversity of our school.

- Our assemblies reflect the diversity of our school and provide the opportunity to celebrate festivals that are special to children in the school.
- Parental preferences will be valued
- We have a diverse staff group who speak a range of languages. We encourage staff to talk to children and families in their home languages when possible.
- We celebrate the diversity of our community through activities such as 'Community Languages Week' and 'Black History Month'.

6 Disability

- We will ensure that all pupils, regardless of their disability, will be treated equally and with respect.
- We will make all reasonable adjustments, to ensure the full inclusion of all pupils across the school day.
- The school provides a holiday play scheme which all children can access, we recognise that our pupils may struggle to access other local schemes
- We are fully accessible - we keep this under review to ensure that we are informed of new innovations that our pupils can access
- Our family support workers provide in home support for parents/carers/siblings, as well as parent/carer groups and holiday opportunities.
- We promote our inclusive attitudes and ethos by opening our school to visitors such as trainee teachers, parties visiting from abroad, community faith leaders etc.
- We work closely with Local Authority Transport to ensure that children travel to school safely and liaise closely with the transport staff to ensure the needs of our Pupils' are understood and respected.
- We are visible in our local community and have strong community links, visiting local parks, shops, swimming pools and McDonalds.
- We use social stories, stories and play to explore and celebrate differences
- Where appropriate, we provide adjustments or support to parents/carers who have a special educational needs or disability. This could be through support from organisations such as Barnet Mencap or social services.

7. Religion and belief

- We will ensure that pupils are not singled out or treated less favourably because of their religion, beliefs or non-beliefs, regularly reviewing our school practices to ensure that they are fair.
- We will involve children, their families and staff in any changes and improvements we make and consult them on issues affecting them
- We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers if appropriate.
- Our teaching activities are planned and resourced to reflect and respect all children's religious beliefs and cultural practices.
- Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

8. Looked-after children (LAC)

- We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.
- The school adheres to our Child protection Policy containing further information addressing equal opportunities for LAC.

9. The curriculum

- The Oakleigh curriculum is ambitious and designed to support the learning of all pupils. We aim to provide a range of enriching activities to support the acquirement of skills and knowledge and to ensure emotional growth and self-esteem
- We will ensure, however, that the curriculum is balanced and delivered in such a way that prevents any form of discrimination or prejudicial stereotypes.
- We will ensure equality, diversity and acceptance are taught and promoted throughout each subject area:
- We are aware of and responsive to the differing needs of our children and users and seek to ensure equality of opportunities and quality of experience for all.
- We are committed to providing opportunities for pupil voice to be heard and offer a range of communication strategies to enable children to communicate e.g. Makaton, on body signing, PECS, communication grids and communication books, ACE books, switches, intensive interaction, eye pointing and Eye Gaze technology and PODD.
- We are responsive to children's communication in less formal ways, such as stilling, posture, and facial expression and gazing.
- We value and respect the ethnicity, culture, religious affiliation, national origin or national status of our children, parents/carers, staff and members of the community.
- We ensure the school environment and its activities are accessible and welcoming for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We believe that children learn best when they feel safe, secure and valued. Our school ensures that all pupils' languages, religious and cultural experiences are valued and respected as part of the curriculum and that there is a robust process to support any transition in and out of the school.

10. Promoting inclusion

We will promote inclusion and equality at our school through:
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- Ensuring that pupils are called by their preferred names, which may be different from their legal names, considering the correct spelling, structure and pronunciation.
- We recognise the importance of and aim to ensure that our governing board and staff reflect and respect the full cultural diversity of our school community.
- Through training and a positive ethos on whistleblowing, we provide an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Providing a variety of educational visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as enrichment activities and the curriculum, that are suitable to each child.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Reviewing Equality objectives (at least every four years) outlining how we may further equality in our school.

11. Bullying and discrimination

- At Oakleigh School, due to the pupils' complex SEND, we would address any behaviour through our Behaviour Policy.

- We consider all behaviour is a form of communication and staff encourage positive interactions.
- Children have Behaviour Support Plans where appropriate, and these are reviewed regularly.
- Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.
- It is the responsibility of the Head teacher to decide whether it is appropriate to notify social services and/or the police of any incident.
- Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Complaints Procedures Policy.

12. Staff training

- New staff will receive relevant training on the provisions of this policy during their induction.
- Whole-school staff training for will be delivered in-house on an annual basis.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on cultural and religious awareness to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month

13. Monitoring and review

This policy will be reviewed by the Head teacher and governing board annually and updated where appropriate – any amendments will be duly communicated to staff.
This policy will next be reviewed on date : May 2026