



Linden Lodge School

Provider of specialist education since 1903

Title:	Equality Statement		
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Lead Staff:	Co-Headteachers		
Support:	Director of HR		
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1	Migration to new document version control system	Office	April 2021
2	Policy Update		Autumn 2021
LINKED INTERNAL DOCUMENTS:			
LINKED EXTERNAL DOCUMENTS:			

Equalities Statement:

We have carefully considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Requests for Paper Copies:

If you require this policy in a different format e.g. print or braille please contact Co-Headteachersd@lindenlodge.wandsworth.sch.uk

Wellbeing statement of commitment

We are committed to providing a healthy working environment and improving the quality of working lives for all staff and students. The wellbeing strategy aims to support our mission, core values and freedom of thought and expression, freedom from discrimination and the recognition that our community is our greatest asset. For further information on our schools commitment to wellbeing, please see the Mental Health and Wellbeing Policy and Strategy document, or visit our school website.

Linden Lodge School Equalities Statement

Linden Lodge School is dedicated to equipping our pupils with the knowledge and skills to develop as much engagement as possible within the school and wider community. This is regardless of background, culture or ability, we value our pupils' individuality and the diversity of our community. We welcome and embrace all members regardless of disability, age, gender, culture or orientation. This is a collective responsibility and we will continue to challenge stereotypes and all forms of discrimination to recognize our contribution to society.

Context

At Linden Lodge School we are committed to ensuring equality of education and opportunity for all members of the school community; pupils and their families, staff, governors, and the wider school community. We promote and value diversity and human rights and aim to foster a culture of inclusion and diversity where everyone irrespective of their race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability is and feels welcomed, valued and able to participate fully in school life. We aim to ensure that no pupil, parent or carer, or any other person in their dealings with the school receives less favorable treatment on any grounds. This includes race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union affiliation or politics, social class or spent convictions.

This statement has due regard to statutory legislation including, but not limited to, the following:

- **UN Convention on the Rights of the Child.**
- **UN Convention on the Rights of Persons with Disabilities.**
- **Human Rights Act 1998.**
- **Special Educational Needs Regulations 2014.**
- **Education and Inspections Act 2006.**
- **Equality Act 2010.**
- **The Equality Act 2010 (Specific Duties) Regulations 2011.**

Through this policy, in line with the Disability Discrimination Act 2005 and the Equality Act 2010 respectively, the school reinforces its commitment to:

- Promote equality of opportunity
- Promote good relations between members of different groups both within and beyond the school
- **Deal with and eliminate discrimination, harassment and victimisation wherever it arises**

Principles

The basis for the school's approach to fulfilling its legal obligations can be found in its statement of general school philosophy that underpins all of its agreed aims. The statement is:

Linden Lodge is a specialist day and residential setting for children and young people with VI, MSI and HI needs. We provide a holistic and organic provision tailored to meeting the unique needs and potential of each learner.

We ensure that our pupils are equipped for the best outcomes and the highest quality of life. We offer a child and family centred provision which is planned to enable each pupil to achieve their full potential through a robust inter disciplinary approach based on a rich and ambitious curriculum.

AIMS:

In successfully implementing this statement we are guided by principles clearly outlined in school aims. These are to:

- Give all pupils the opportunity to achieve to their full potential by removing barriers to accessing the curriculum. We actively work to prepare pupils for their adult lives.
- Ensure that all pupils are offered opportunities to broaden and enrich their experiences within the wider multi-cultural community through active involvement with and use of the community.
- Provide a school culture that enables pupils to develop within themselves a sense of their own and others worth, irrespective of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability.
- Take steps to take account of pupils' sensory impairment and disabilities, even where that involves treating the disabled person more favourably than others within the community.
- Value pupils as individuals ensuring that their education and care is developed in direct relation to their needs and abilities.
- Ensure that all staff feel valued and supported and have appropriate advice and encouragement for professional development.
- Establish Equal Opportunity practices that are evident in
 - a) The formal curriculum (the programme of lessons);
 - b) The informal curriculum (extra-curricular activities); and
 - c) The 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc.)

The school respects the religious beliefs and practices of all staff, pupils and parents, and will comply with all reasonable requests related to religious observance and practice.

In all our activities we act in accordance with the equality act.

As part of this we will:

- ***Publish information every year about our school population
Outline how we have due regard for equality and how we promote
community cohesion***
- ***Publish equality objectives to show how we plan to tackle particular
inequalities and improve what we do***
- ***Work together to eliminate all forms of discrimination, harassment and
victimisation.***

- ***Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.***
- ***Participate in the Equalities Award to further promote equality, diversity and inclusion, to showcase our commitment to equality and to further monitor and evaluate progress towards our equality objectives***

Policy into Practice

1. Curriculum

a) All pupils regardless of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability will be given access to an appropriate curriculum on an equal basis. Planning will reflect the individual needs of the pupil.

Curriculum will be reflective of equality issues as a part of our focus on pupils' spiritual, moral, social and cultural development (SMSC)

b) All staff are expected to challenge racial and cultural bias and stereotyping through the curriculum. In addition, they are expected to incorporate principles of equality and diversity into all aspects of their school work. Pupils will be given opportunities to be involved in decision making related to their own learning, assessment, progress and Annual Review meetings and planning for their future.

c) Resources

The distribution of resources will be equitable and they will reflect the needs of the pupils in addition to a multi-cultural environment and the ethnic diversity within the school. Care will be taken to ensure that resources used do not reflect gender or racial/ethnic bias. Where necessary, resources will be adapted to allow all pupils full access to age appropriate resources, will ensure that information and curriculum materials are available which will support this policy.

d) Assessment

A range of assessment strategies will be used so that pupils are able to demonstrate progress through methods appropriate to their individual needs. Assessment will not focus purely on academic ability but is holistic.

e) Recording achievement and Progress

A range of recording methods will be used to ensure all pupils can demonstrate their achievements. Individual achievement and progress will be celebrated according to pupils' individual strengths and needs. Displays around the school and newsletter content will reflect the diversity of achievement and progress.

2. Hidden Curriculum

a) Management of behaviour

Consistent expectations of positive behaviour will be expected and maintained throughout the school. Appropriate behaviour will be appropriately reinforced. The school is opposed to all forms of discrimination and discriminatory behaviour. The approaches used to deal with any such incidents are clearly outlined in the school's behaviour policy, which underpins this work (see Behaviour Policy) and which is

made available to all parents on an annual basis. Diversity training is provided to staff to enable a consistent, appropriate and timely response to be made should such discriminatory behaviour be observed.

b) Classroom Management

All pupils regardless of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability will be given equal access to all appropriate learning opportunities. Pupils will be encouraged to interact with as many other members of their group and the school as possible. Classroom tasks will be equally distributed and will not reflect bias.

c) Environment/Display

The learning environment and displays around the school will reflect a variety of cultural backgrounds, gender and disability. Stereotypical images will not be displayed. Efforts will be made to ensure that all pupils have full access to the site and learning environments irrespective of their needs.

d) Language

The use of language in both formal and informal contexts will reflect both the diversity within the school and the wider community. Alternative means of communication will be used to allow pupils equal access to learning opportunities.

3. Staffing Issues

a) Staff Development

All staff regardless of race, ethnicity or nationality, gender, age, sexual orientation, religious belief or disability will have equal access to appropriate in-service courses. All staff will be encouraged to maximise opportunities for further training and promotion.

b) Staff Roles

Staff will provide positive role models. All staff will be valued equally and aspects of their roles will be free from stereotyping.