

Equality & Diversity Policy

West Heath School



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Copies of this policy are available on the School Website
<http://www.westheathschool.com/policies-and-procedures> or as a hard copy on
request from the School Office.

1. Aims

The first and paramount objective is to ensure every member of the West Heath School community feels valued, respected and treated fairly. To promote the welfare, safety and protection of the students in our care. Identify students displaying unacceptable behaviour and know how to support and educate them on prejudice and discrimination in order that they develop the necessary skills to participate in the school community effectively and positively. Look after and support the alleged perpetrator and alleged victims. To actively promote positive relationships between students, staff and parents and carers that safeguard and promote the welfare and equality of students, creating an effective learning environment.

To support our school mission statement of 'Rebuilding Lives through Education' by encouraging students to reflect on and change their behaviour, which helps to prepare students for life beyond West Heath School.

To support our ethos of the 4Rs, this policy encourages staff and students to be responsible for their behaviour and to demonstrate respectful relationships with each other, including learning about and celebrating students' cultures and differences.

2. Legislation and Guidance

- The Education Act 1996 National Guidance (DfES/DoH 2002)
- LA Policy Statements
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Anti-Bullying Policy as stated in Section 89 of the Education and Inspections Act 2006.

This plan sets out how the school will satisfy its duties under the Equality Act to eliminate all discrimination, harassment, victimisation and any other behaviour prohibited by the Equality Act 2010, to foster good relations between students with and without protected characteristics, and promote equality of opportunity regardless of whether a student has a protected characteristic (such as race, sex, gender reassignment, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The school aims to comply with this duty, in both the delivery of its services and the employment of its staff.

3. Definitions

- **The four4Rs- Respect**, Resilience, Responsibility, Relationships.
- **Prejudice:** attitudes or opinions about a person or group simply because the person belongs to a specific religion, race, nationality, or other group. Prejudices involve strong feelings that are difficult to change. Prejudice is pre-judging. A person who thinks, "I don't want (name of group) living in my neighbourhood," is expressing a prejudice.
- **Discrimination:** when people act on the basis of their prejudices or stereotypes, they are discriminating. Discrimination may mean putting other people down, not allowing them to participate in activities, restricting their access to work or denying them something they are entitled to by right and law.
- **Stereotype:** oversimplified generalization about a group of people. When people say that all members of a specific nationality, religion, race or gender are 'cheap', 'lazy', 'criminal' or 'dumb' they are expressing stereotypes. All groups have both cheap and generous individuals. All groups have individuals

who commit crimes. To label an entire group based on the actions of some is to engage in stereotyping. Even when a stereotype is positive, such as when people in one racial group are thought to be superior athletes, the consequences of stereotyping are negative.

4. Rationale

West Heath School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer.

Prejudice, discrimination (direct or indirect), and victimisation are not tolerated, and we work hard to instill in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others.

The school's main priority is to provide the best education and care that we can and establish a cooperative working relationship between home and school, in order to aid the development, progress, and needs of all the children in our care.

5. Vision, Statement and Values

This policy will help staff to achieve the vision of the school, which the staff and Trustees at West Heath School follow:

Our Vision

Rebuilding lives through education

Our Mission Statement

To support and empower our community to discover their strengths by taking responsibility for their lives, through respect for themselves and others

Our Values- the four Rs

Responsibility- students to take responsibility for their conduct and behaviour; attend school unless there is a good reason for absence; be punctual in attendance at school and at individual lessons and take responsibility for their learning.

Respect- students will respect the whole school community, including the school equipment and resources; show self-respect by looking after themselves and treat others how they wish to be treated; respect people from/ of different cultures, religions or genders.

Resilience- students will develop the ability to withstand, address, adapt and adjust to misfortunes, overcome obstacles, and to bounce back from perceived failure, disappointment, or rejection. How a student learns to handle hurdles will have lasting impact in their future careers and relationships.

Relationships- good relationships with teachers help students feel a greater sense of belonging and connection to the school community and encourage them to participate more actively. West Heath prides itself on the positive relationships developed between students and staff. Student engagement in learning is linked to greater academic performance and is vital for a sense of belonging.

This will ensure that the school provides an environment where every student can feel: safe; respected; able to enjoy and achieve; able to contribute to future economic well-being

To protect the rights of all students to have a safe and secure learning environment West Heath School will continuously work towards preventing acts of prejudice and discrimination as these behaviours are unacceptable and interfere with both our school's ability to educate students and students' ability to learn. If such a case arises, the staff at West Heath will follow the guidelines laid out in this policy.

6. Bullying & Harassment

Bullying and harassment are based on prejudice towards people because of a particular aspect of their identity – for example their sexual orientation, gender identity, disability, race and religion or belief. Please review the school Anti-Bullying Policy for more details on the different forms of bullying.

7. Inclusion

The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards people from different backgrounds and ensuring that equality is promoted across the curriculum. You can find more information regarding our provision for and policy on inclusion for SEN in the school's Special Educational Needs and Disabilities (SEND) Policy.

8. Student Voice

Through our support of student voice, we encourage our students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between students from different year groups, students and staff, and students and the wider community.

West Heath School also has a HEART Student Council and a Residential student council which meets at least half termly.

These meetings ensure that our students can actively contribute to the management and running of our school and the boarding provision.

8.1 LBGTQAI +

WHS has a two-weekly group where students from the LBGTQAI+ Community discuss issues around the school and highlight ideas that they have for supporting events such as Gay Pride Month. They are also able to use this group as a forum to discuss any prejudice or ideas that the school can develop to support inclusion going forward.

8.2 Equality and Diversity Group

WHS has a two-weekly group where students are invited to discuss issues around equality and diversity at the school and highlight ideas that they have for supporting events such as Black History Month. They are also able to use this group as a forum to discuss any discrimination or ideas that the school can develop to support inclusion going forward.

8.3 Girl's Group

Due to the higher proportion of boys at the school, the girl's group meets on a two-weekly basis to discuss issues around the school and highlight ideas that they have for supporting events such as International Women's Day. They are also able to use this group as a forum to discuss any issues and to come up with strategies to help support minority groups going forward.

9. Staff Training

All staff at West Heath School will have their professional development needs met in relation to Equality and Diversity Training. All staff student facing or not, are required to complete Equality and Diversity online training during their Induction. . . . Training support will also be provided to meet their training needs.

New staff will be made aware of our Equality and Diversity Policy. We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all students to flourish.

10. Equality and Diversity within the Curriculum

The curriculum offered at West Heath School encourages students to develop positive attitudes about themselves as well as to people who are different from themselves. Equality and diversity are embedded as far as possible in all areas of the curriculum and students are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. Unlike most mainstream schools, West Heath School prioritises the PSICHE (personal, social, citizenship, health and economic education) curriculum. Students in KS3 study up to 13 lessons and students in KS4 study up to 11 lessons in these areas, which means that Personal Development makes up around 40% of the timetable. By structuring the curriculum around these core skills, West Heath School is actively working to 'Rebuild Lives through Education'.

We do this by:

- Making the students feel valued and positive about themselves through the curriculum.
- Ensuring that the students have equal access to learning.
- Recognising the different learning styles of the students, making appropriate provision within the curriculum to ensure each student receives the widest possible opportunity to develop their skills and abilities.
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole, are represented in this.
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials.

- Celebrating a wide range of festivals, for example, Humans Rights Day, Holocaust Memorial Day, Chinese New Year, Safer Internet Day, Zero Discrimination Day, Shrove Tuesday, International Women's Day, World Autism Awareness Day, Ramadan, Black History Month, Father's Day/Mother's Day, USA Independence Day, International Day for Peace, Anti-Bullying Week, World Aids Day etc.
- Creating an environment of mutual respect and tolerance.
- Helping the students to understand that discriminatory behaviour and remarks are hurtful and unacceptable.
- Ensuring that the curriculum offered is inclusive of students with special educational needs and children with disabilities.
- Data is collected regarding the attainment and achievement of all students to inform the planning and provision of support to individuals and groups of students.
- We recognise the specific assessment needs of students with additional needs such SEN and the importance of scrutinising assessment materials for cultural bias.

11. The 4 R's

The ethos of West Heath School is based around the 4Rs (resilience, relationships, responsibility, respect) and these reflect the importance of all students and staff to develop positive and healthy relationships with their students/ peers and to welcome and celebrate diversity and respect each other and their cultures. The 4Rs are promoted throughout the school by:

- The Deputy Principal/ Head of School during assemblies
- Promoted in KS2/3 using Respect and Manners and the Resilience Award in Year 9/10.
- The 4Rs are displayed by all teachers during lessons.
- All students have studied a 4Rs PowerPoint, which explains what each R means using videos and discussion.
- The 4Rs are displayed throughout the school building.
- All students are rewarded on the School Satchel One system for using the 4Rs.

11.1 The Curriculum

The Head of Care and Safeguarding will liaise with the Head of Curriculum and Head of Personal Development to ensure that issues that of race, diversity, prejudice and equality are discussed throughout these additional lessons for KS3 and KS4 students. These will ensure that students are able to explore their ideas and voice their opinions on these topics. Students will also complete Votes for School during this time, and this will give students the chance to speak out on issues that matter to them, improving oracy, confidence and critical thinking and covering Prevent, British Values and the SMSC curriculum. The goal of personal development lessons is to empower young people to engage with the world around them, think critically, discuss and explore issues of culture, diversity and identity and allow our students to make their voices heard.

11.2 PCHE and Preparation for Adulthood

Life skills touch upon issues that are:

- Real - they affect people's lives
- topical
- sometimes sensitive - they can affect people on a personal level, especially when family or friends are involved

- ultimately moral - they relate to what people think is right or wrong, good or bad, important or unimportant in society.

We teach Life Skills to ensure that West Heath students become active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities. We want to develop students who are:

- aware of their rights and responsibilities as citizens
- informed about social and political issues
- concerned about the welfare of others
- able to clearly articulate their opinions and arguments
- capable of having an influence on the world
- active in their communities
- responsible in how they act as citizens.

Life skills, and such capacities, do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, they are not sufficient to adequately equip students for the active role required of them in today's complex and diverse society. WHS believes that the PSICHE and Preparation for Adulthood Curriculum will help our students to understand their rights and responsibilities in society.

The Education for All (2000) included Life Skills among the essential learning tool for survival, capacity development and quality life. It also documented that all young people and adults have the 'human right to benefit from an education that includes learning to know, to do, to live together' recognising the importance of living together as much as acquiring knowledge from an academic environment.

11.3 Self-Science and Social Skills Lessons

Self-Science and Social Skills lessons are taught weekly at West Heath for KS,3 and 4 students and is designed to ensure students can manage and develop their mental health, wellbeing and social skills. The curriculum, which has been underpinned by a Speech and Language Therapist, encourages students to reflect on their mental health and wellbeing, alongside designated units based on students' diagnoses to ensure that students understand and have strategies to support their own conditions. This subject helps to improve inclusivity in the West Heath community as it ensures that students develop understanding of a range of conditions and encourages students to feel empathy for one another.

Most of our students have complex backgrounds, and often experience co-morbid diagnoses which can make it extremely hard for them to make sense of the world and to have a genuine sense of their capacity to positively influence events in their lives and form positive relationships with others. As such, Self-Science and Social Skills lessons are a crucial mechanism for supporting them develop the sense of self-efficacy, self-acceptance, and the acceptance of others that is so vital in being able to lead a healthy and happy life. It is also the corner stone for building a cohort of students who, by understanding themselves, would welcome and celebrate each other's diversity.

Tutor time is mandatory for all Key Stages and, during these sessions, PSCHÉ issues are taught, discussed and explored in these sessions. The focus of these sessions are for students/ staff to develop healthy relationships with their teachers, each other and learn how to respect each other.

12. Food and Dietary Needs

We work in partnership with parents / legal guardians to ensure that the medical, cultural and dietary needs of students are met, as far as is reasonably possible.

We will work in partnership with the school catering manager to help students to learn about a range of cultural food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

The catering department will celebrate annual national equality & diversity and inclusion events and festivals (for example, Ramadan, Black History Month, Chinese New Year, Shrove Tuesday etc.) and ensure the school menus represent such celebrations and awareness in line with the curriculum.

13. The Equality and Diversity Audit (see Appendix 2)

West Heath School's Promoting Positive Behaviour Policy takes full account of the duties under the 2010 Equality Act. We make reasonable, appropriate and flexible adjustments for students with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and will take action to address any concerns that arise in this area.

During the school's weekly Care and Safeguarding Meetings and Anti-Bullying Meetings, data on prejudicial bullying is discussed and actions are put in place.

During SMT meetings, students from different cultural and ethnic backgrounds' achievement data is reviewed and discussed.

The Data Analyst & Curriculum Support Lead provides data on Students' Profile on the 9 Protected Characteristics set out in the Equality Act 2010 and this information is shared, discussed and actioned at SMT.

Human resources log that all staff (including catering, cleaners, admin staff, maintenance, events & maintenance) have completed all mandatory trainings. For example, Equality & Diversity, Safeguarding, Child Protection, SEND Code of Practice.

14. Prejudicial Bullying outside of School Hours

Schools have the legal power to make sure students behave and do not bully outside of school premises. For example, on public transport or in nearby public communal areas. If seen as appropriate, staff can choose to report bullying to the police or local council. During school hours, including while students are taking part in school visits, trips and/ or inappropriate online activity, the school has direct responsibility to ensure all students feel safe and secure.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside the School, staff will consider:

Whether the student is taking part in any school-organised or school-related activity. For example, when in the boarding premises, whether the student is travelling to or from the school or is in some other way identifiable as a student of the School, at the time of the behaviour.

The severity of the misbehaviour. For example, whether the student's behaviour could have had repercussions for the orderly running of the school; whether the behaviour poses a threat to another student or member of the public; whether the behaviour could adversely affect the reputation of the School.

15. Recording

All cases of prejudicial bullying will be recorded on Behaviour Watch dependent on the nature of the bullying. In the case that the bullying could be considered to be a hate crime, then the event will also be reported on CPOMS and details will be passed on to the Police.

Please review the **Promoting Positive Behaviour** and **Anti-Bullying Policy** for more detail. **Bullying events should be dealt with through a restore and reflect approach:**

- A Restorative Meeting between the students involved
- A Restorative Meeting with any students indirectly effected by the bullying such as witnesses
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16. Boarding

The Residential Team have appointed the services of an independent visitor who conducts Standard 20 visits to the boarding houses. A regular feature of such visits involves the visitor listening to young people describe their experiences of school. The intention is to ensure that no student, who has a need to make a representation or complaint feels, unable to do so.

17. Complaints

We pride ourselves on being a *listening* school and the Complaints, Concerns, Suggestions & Compliments Policy makes clear how a parent, carer or student can raise a concern, make a complaint, give a compliment or make a suggestion. If parents/ carers have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the Deputy Principal/ Principal in accordance with the Complaints Policy.

18. Links with other Policies

This policy should be read alongside:

- Promoting Positive Behaviour Policy
- Anti-Bullying Policy
- Admissions Policy
- Special Educational Needs Policy
- Exclusion Policy
- Code of Conduct
- Child Protection and Adult Protection Policies

19. Consultees

Student Services Committee
Trustees of the School

15. Persons with Particular Responsibility

The Deputy Principal/ Principal

All staff at West Heath School have a responsibility to uphold the values of the four Rs and to follow the procedures outlined in this policy

16. Monitoring and Evaluation

Senior Management Team
Head of Estates & Facilities
Health and Safety Officer

Appendix 1

<u>West Heath School Behaviour Escalation Chart</u>	
<p>Level 1</p> <div style="background-color: #FFD700; padding: 10px; text-align: center;"> <p>Verbal Follow Up By staff member</p> </div>	<ul style="list-style-type: none"> • Disruptive behaviour • Up to 15 minutes late to lesson • Inappropriate use of language • Low-level verbal abuse
<p>Level 2</p> <div style="background-color: #FFA07A; padding: 10px; text-align: center;"> <p>Break/ Lunch Time Detention Set/ run by staff member</p> </div>	<ul style="list-style-type: none"> • Regular disruptive behaviour • Aggressive verbal abuse of staff • Aggressive verbal abuse of peers • Truancy of whole lesson • Over 15 minutes late to lesson • Leaving a lesson without permission • Refusal to hand in mobile phone • Refusal to move off school property
<p>Level 3</p> <div style="background-color: #FF8C00; padding: 10px; text-align: center;"> <p>After School Restorative Detention D/HoS detention room/ staff member to attend and complete restorative form</p> </div>	<ul style="list-style-type: none"> • Consistent disruptive behaviour • Consistent verbal abuse to staff • Consistent verbal abuse to peers • Consistent truancy • Consistent lateness • Consistently leaving lessons without permission • Consistent refusal to hand in mobile phone • Consistent refusal to move off school property • Refusal to attend lunch time detention • Targeted discriminatory language/ behaviour • Aggressive, violent behaviour, including fighting • Activating the fire alarm • Bullying (repeated and targeted harmful behaviour towards one/ group of students) • Smoking or vaping on site • Damaging school property

<p style="text-align: center;">Level 4</p> <p style="text-align: center;">Internal/ External Exclusion</p> <p style="text-align: center;">Determined and set by HoS/ Approved by SMT</p>	<ul style="list-style-type: none"> • Persistent disruptive behaviour which affects the learning of others • Persistent bullying • Persistent aggressive violent behaviour/ fighting • Persistently activating the fire alarm • Persistent use of discriminatory language or behaviour • Persistent bullying • Persistent smoking or vaping on site • Persistently damaging school property • An intentional physical attack on staff • Continual refusal to follow instructions after restorative meeting • Possession of alcohol or solvents
<p style="text-align: center;">Level 5</p> <p style="text-align: center;">Emergency Meeting/ Permanent Exclusion</p> <p style="text-align: center;">HoS + Deputy/ Principal</p>	<ul style="list-style-type: none"> • High level disruptive and/ or dangerous behaviour that regularly places the student beyond the care and control of staff • Criminal behaviour that places the student or others at risk • Severe and dangerous violent behaviour • Perpetual Level 4 behaviour that shows no improvement • Possession and/ or supply of class A/B/C drugs • Possession of an offensive weapon that endangers the school community • Arson

<p style="text-align: center;">REMEMBER</p> <p>CPOMs is used for:</p> <ul style="list-style-type: none"> • Safeguarding Concerns <p>Behaviour Watch is used for:</p> <ul style="list-style-type: none"> • Negative Behaviours • Bullying (repeated and targeted harmful behaviour) • Physical Interventions (Team Teach) • Internal, External and Permanent Exclusions 	<p style="text-align: center;"><i>As in any SEMH environment, the Principal and SMT will view each decision with the individual student's circumstance in mind, weighing up what is right for both them and the school community before deciding on an outcome.</i></p>
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Appendix 2

Equality & Diversity Example Audit

Priorities:

- Publish and promote single equality plan on website etc.
- Policy reviews within the new Equality Impact Assessment (EIA) Initial Screening
- Review and update the school website which represent a school and the website demonstrate equality, diversity and inclusion of students and staff.
- Human Resources are to improve collating data on staff profile on the 9 protected characters set out in the Equality Act 2010. The current profiling data is unsatisfactory for the size of the school.
- Data Analyst & Curriculum Support Lead is to provide data on students' profile on the 9 protected characters set out in the Equality Act 2010.
- Strategic Head of Staff Development to ensure all staff (including catering, cleaners, admin staff, maintenance, events & maintenance) have all mandatory trainings, for example, Equality & Diversity, Safeguarding, Child Protection, SEND Code of Practice, All GDPR trainings etc and provide the training data at each Equality and Diversity Monitoring Group meeting.
- Performance data required from student and parents' feedback/surveys.

Action/ Objectives	By Whom	Reviews/ Time frames
Review and update the school website which represent a school and the website demonstrate equality, diversity and inclusion of students and staff.	Head of Curriculum, Health and Safety Officer Events & Marketing Manager	
Publish and promote single equality plan on website etc.	Principal and Deputy Principal	
Monitor and analyse pupil achievement by age, race, gender and disability and act on any trends or patterns in the data that require additional support for students	SMT	
Human Resources are to improve collating data on staff profile on the 9 protected characters set out in the Equality Act 2010. The current profiling data is unsatisfactory for the size of the school.	HR Manager/ Data Manager	
All students have induction that includes Equality and Diversity and promotes social cohesion –	Head of Curriculum	

curriculum to embed Equality Diversity in teaching and learning		
The school catering department are to take part in annual national equality & diversity and inclusion events and festivals (for example, Ramadan, Black History Month, Chinese New Year, Shrove Tuesday etc) and ensure the school menus represent such celebrations and awareness in line with the curriculum.	General Catering Manager	
Improve communication, training Internally/externally to raise awareness of difference	SMT Middle Managers/Heads of departments	
Are visual displays reflective of the diversity of your school community? How are minority ethnic, disabled and both male and female role models promoted positively?	SMT and Head of Curriculum	
As a school, we will carry out equality impact assessments on all new policies, procedures, projects and services, to prevent unfair discrimination.	Principal and Head of HR/ Finance	
The school anti-bullying policy need to make cross-reference to the Equality Act 2010.	Deputy Principal	
All Publicity/Marketing Materials are to be reviewed and tested and Equality Impact Assessment (EIA) Initial Screening applied to ascertain if the school meet its duties under the Equality Act.	Events & Marketing Manager	

