



Equality and Diversity Policy

APPROVED BY:	Governance Committee
LAST REVIEWED:	September 2023
EDITION & REVIEW FREQUENCY	Edition 10 This policy will be reviewed annually.
NEXT REVIEW:	September 2024

This Policy has been written for:	All staff at West Heath School, the students, their parents and carers and for those who sponsor student's places. All staff should have a working knowledge of this policy. Whilst students may not be familiar with the details of this written policy, they will be made aware of its contents.
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 instil 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, so as to aid the development, progress, and needs of all the children in our care.
Consultation:	<p>Persons with particular responsibility:</p> <ul style="list-style-type: none"> • The Deputy/ Principal • All staff at West Heath School have a responsibility to uphold the values of the 4Rs and to follow the procedures outlined in this policy <p>Consultees:</p> <ul style="list-style-type: none"> • Student Services Committee • Trustees of the School <p>Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Senior Management Team • Head of Estates & Facilities • Health and Safety Officer

<p>Legislation and Guidance:</p>	<p>The Education Act 1996 National Guidance (DfES/DoH 2002)</p> <p>LA Policy Statements</p> <p>The Equality Act 2010</p> <p>Keeping Children Safe in Education 2023</p> <p>Anti-Bullying Policy as stated in Section 89 of the Education and Inspections Act 2006.</p> <p>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, gender, transgender, 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.</p>
<p>Links to other Policies/ Procedures:</p>	<p>This policy should be read alongside:</p> <ul style="list-style-type: none"> • <i>Promoting Positive Behaviour Policy</i> • <i>Anti-Bullying Policy</i> • <i>Admissions Policy</i> • <i>Special Educational Needs Policy</i> • <i>Exclusion Policy</i> • <i>Code of Conduct</i> • <i>Child Protection and Adult Protection Policies</i>
<p>Key definitions/terms:</p>	<ul style="list-style-type: none"> • The 4Rs- 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.

Edition, Review frequency and dates	This is edition 10, reviewed April 2023 This policy will be reviewed every year <ul style="list-style-type: none"> • It is due for review April 2024
Appendices & Procedures:	Appendix A – West Heath School Escalation Chart Appendix B- Equality and Diversity Audit

1. West Heath School Profile	<p><u>July 2023</u></p> <p><u>146 students</u></p> <p>Male: 89 students (61%) Female: 57 students (39%)</p> <p><u>Primary Diagnosis</u></p> <p>95 students with SEMH (65.1%) 50 students with Communication & Interaction (34.2%) 1 student with Sensory & Physical (0.7%)</p> <p><u>89 Male Students</u></p> <p>55.1% have a primary diagnosis of SEMH 44.9% have a primary diagnosis of Communication & Interaction</p> <p><u>57 Female Students</u></p> <p>80.7% have a primary diagnosis of SEMH 17.5% have a primary diagnosis of Communication & Interaction 1.8% have a primary diagnosis of Sensory & Physical</p> <p><u>Whole School</u></p> <p>6.8% female students with Communication & Interaction 31.5% female students with SEMH 0.7% female students with Sensory & Physical 27.4% male students with Communication & Interaction 33.7% male students with SEMH</p>
-------------------------------------	--

<p>2. Vision, Mission Statement and Values</p>	<p>This policy will help staff to achieve the vision of the school, which the staff and Trustees at West Heath School follow:</p> <p>Our Vision <i>Rebuilding lives through education</i></p> <p>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</p> <p>Our Values- the 4 Rs</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • safe; • respected; • able to enjoy and achieve; • able to contribute to future economic well-being; • able to make a positive contribution. <p>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.</p>
---	---

<p>3. Aims</p>	<p>The aims of the policy are:</p> <p>The first and paramount objective is to ensure every member of the West Heath School community feels valued, respected and treated fairly.</p> <p>To promote the welfare, safety and protection of the students in our care.</p> <p>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.</p> <p>Look after and support the alleged perpetrator and alleged victims.</p> <p>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.</p> <p>To log prejudiced and discriminatory behaviour on both CPOMS and the Satchel One programme to create a fair and transparent behaviour system that can be viewed and accessed by staff, students and parents and carers.</p> <p>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.</p> <p>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.</p>
<p>4. Defining Prejudicial and Discriminatory Bullying</p> <p>4a. Gender-related and Transphobic Bullying</p>	<p>Prejudicial bullying and discriminatory bullying 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 <i>Anti-Bullying Policy</i> for more detail on the forms on the different forms of bullying.</p> <p>West Heath School is an inclusive school, that prides itself on forming positive, caring relationships and providing a supportive community for the students. This type of bullying will not be tolerated and, dependent on the nature of the bullying, could be considered a hate crime. In which case, staff are expected to report this to the police or local council. Any bullying of this severity, in accordance with the West Heath Escalation chart, see Appendix A, will lead to either a fixed term external exclusion or permanent exclusion.</p> <p>There are increasing numbers of people who are expressing gender variance or sharing their trans status in schools and in everyday life. Despite legislation that works to protect trans people, transgender people are continuing to experience widespread discrimination.</p>

<p>4b. Homophobic Bullying</p> <p>4c. Racial Bullying</p> <p>4d. Religious Bullying</p> <p>4e. Disability Bullying</p>	<p>If transphobic bullying is not addressed appropriately, it reinforces to everyone that it's okay to discriminate. These behaviours and words can have devastating results for everyone involved.</p> <p>Examples of transphobic and gender related bullying consist of mean-spirited name-calling about a person's actual or perceived gender identity or gender expression, obscene and/or sexualized gestures as well as harassment, teasing, taunting or making threats.</p> <p>Spreading rumours about a person's gender identity or unwanted disclosure of someone's gender identity is also a form of bullying.</p> <p>Homophobic bullying can include all the above methods of bullying and that is done to you because of your sexual orientation, or perceived sexual orientation. Homophobic bullying can happen if you have relations with someone of the same sex/gender. This kind of bullying could also happen if you do not fit into the stereotypical roles of men or women, for instance if you are more feminine or masculine than some of society believes you should be. In this way homophobic bullying can be gender related.</p> <p>Students can be bullied because of their race, culture, ethnicity or nationality. It is against the law to treat people differently and unfairly because of their race. The victims of this type of bullying often experience bullying based on their skin colour, how they dress, their accent, appearance and beliefs. Racial abuse can also be classed as a hate crime and, in severe cases, it may be reported to the police.</p> <p>Students are bullied due to their lack of and/ or because of their faith. It is often the case that a lack of knowledge and understanding about the beliefs and traditions of faiths can lead to religious bullying. It is important to be aware of the different principles in religions such as fasting, religious clothing, prayer times, etc. If not, stereotyping may become an apparent issue which leads to bullying.</p> <p>People who have a disability can often be seen as different and this can lead to bullying. Disabilities affect young people in different ways such as needing additional support in a learning environment, needing physical assistance to get around school and the community, etc. Disability abuse can also be classed as a hate crime. Young people with disabilities may find it difficult to explain to an adult what has been happening so it is important to look out for signs of bullying and communicate effectively.</p>
<p>5. Inclusion</p>	<p>The school expects all its students and staff to act respectfully towards members of the wider community that the school is part of.</p> <p>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 equality and people from different backgrounds. You can</p>

	<p>find more information regarding our provision for and policy on inclusion for SEN in the school's Special Educational Needs and Disabilities (SEND) Policy.</p>
<p>6a. Student Voice</p> <p>6b. LBGTQAI+ Group</p> <p>6c. Equality and Diversity Group</p> <p>6d. Girl's Group</p>	<p>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.</p> <p>West Heath School also has a HEART Student Council and a Residential student council which meets at least half termly.</p> <p>These meetings ensure that our students can actively contribute to the management and running of our school and the boarding provision.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>7. Staff Training</p>	<p>All staff at West Heath School will have their professional development needs met in relation to Equality and Diversity Training. All staff, this includes staff across all sections such as teaching, residential care, therapy staff, office/admin staff, maintenance staff, catering team, cleaners, wedding and event co-ordinators etc, have received Equality and Diversity Training in May 2023.</p> <p>Training support will also be provided to meet their training needs.</p> <p>New and temporary staff will be made aware of our <i>Equality and Diversity Policy</i> and will be expected to undertake training Educare, TES and Prevent modules on Equality and Diversity.</p>

	<p>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.</p>
--	--

<p>8. Equality and Diversity within the Curriculum</p>	<p>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 PSHE (personal, social, 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.</p> <p>By structuring the curriculum around these core skills, West Heath School is actively working to 'Rebuild Lives through Education'.</p> <p>We do this by:</p> <ul style="list-style-type: none"> 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 with regard to the attainment and achievement of all students in order to inform the planning and provision of support to individuals and groups of students.
<p>9a. The 4Rs</p>	<p>We recognise the specific assessment needs of students with additional needs such SEN and also the importance of scrutinising assessment materials for cultural bias.</p>

9b. Life Skills

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/ Head of School during assemblies.

Promoted in KS2/3 through the use of Respect and Manners and the Resilience Award in Year 9/10.

The 4Rs are displayed all teacher PP slides.

All students have studied a 4Rs PP, 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.

Life Skills is taught x2 a week at West Heath for all KS2, 3 and 4 students and the lessons focus on decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals. These lessons discuss the impact of racism, prejudicial bullying and the need for equality to improve society.

Life skills touch upon issues that are:

real: they actually 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 Life Skills 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.

9c. Self-Science

Self-Science is taught x2 a week at West Heath for KS2,3 and 4 students and is designed to ensure students are able to manage and develop their mental health, wellbeing and social skills. The curriculum, which has been underpinned by a Speech and Language Therapist, makes use of evidence-based approaches, which together aim to support students develop the knowledge, self-awareness, understanding and skills to flourish. West Heath School promotes a spiral curriculum where the students will revisit key topics throughout their school career. The aim of this is to reinforce a learner's previous knowledge, whilst expanding/deepening their understanding of the areas being explored. As an example, there may be an umbrella topic such as 'Being Me In My World' that is encouraging the learner to identify, and celebrate, what makes them who they are, but we will also explore many sub-topics such as:

- Social/peer pressures
- Mindfulness
- Anger Management
- Positive relationships
- Memory
- Social skills
- Emotional resilience

The vast majority 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 is a crucial mechanism for supporting them develop the sense of self-efficacy, self-acceptance, and 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.

9d. How to Form and

Students in Year 8 and 9 will also receive Social Skills lessons, which will promote:

<p>Develop Relationships</p> <p>9e. Lower School Personal Development Lessons</p> <p>9f. Tutor Time</p>	<p>Playing board games. Sharing and turn-taking. Patience skills. Dealing with success and failure. Students forming relationships with their peers.</p> <p>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 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.</p> <p>Tutor time is mandatory for all Key Stages and, during these sessions, PSHE 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.</p>
<p>10. Food and Dietary Needs</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>11. The Equality and Diversity Audit</p>	<p><i>West Heath School Promoting Positive Behaviour Policy</i> 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.</p> <p>During the school’s weekly Care and Safeguarding Meetings, Anti-Bullying Meetings and during SMT meetings, data on student groups and prejudicial bullying is discussed and actions are put in place.</p>

	<p>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.</p> <p>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.</p> <p>The Head of Curriculum to complete the Equality and Diversity Audit once at the beginning and at the end of the academic year and to report any findings or actions with SMT.</p>
<p>12. Prejudicial Bullying outside of School Hours</p>	<p>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.</p> <p>When deciding whether it would be reasonable to impose a sanction for poor behaviour outside the School, staff will consider:</p> <p>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.</p> <p>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.</p>
<p>13. Recording</p>	<p>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 <i>Promoting Positive Behaviour and Anti-Bullying Policy</i> for more detail. Bullying events should be dealt with through a restore and reflect approach:</p> <ul style="list-style-type: none"> A Restorative Meeting between the students involved. A Restorative Meeting with any students indirectly effected by the bullying such as witnesses. A bespoke West Heath Awareness Course which focuses on the impact that bullying has on the perpetrator and the victim. The aim of this is to educate the student/s so they do not commit the same behaviour again.

14. 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.
15. Complaints	We pride ourselves on being a <i>listening</i> 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 in accordance with the Complaints Policy.

Appendix A:

<u>West Heath School Behaviour Escalation Chart</u>	
<p>Level 1</p> <div style="background-color: #FFD700; padding: 10px; margin: 10px auto; width: 80%; 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; margin: 10px auto; width: 80%; 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; margin: 10px auto; width: 80%; 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> <div style="background-color: red; color: white; padding: 10px; text-align: center;"> <p>Internal/ External Exclusion</p> <p>Determined and set by HoS/ Approved by SMT</p> </div>	<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> <div style="background-color: red; color: white; padding: 10px; text-align: center;"> <p>Emergency Meeting/ Permanent Exclusion</p> <p>HoS + Deputy/ Principal</p> </div>	<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>
--	--

Appendix B:

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 – curriculum to embed Equality Diversity in teaching and learning	Head of Curriculum	
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	

Appendix C:

LARA (LOCAL AREA RISK ASSESSMENT)

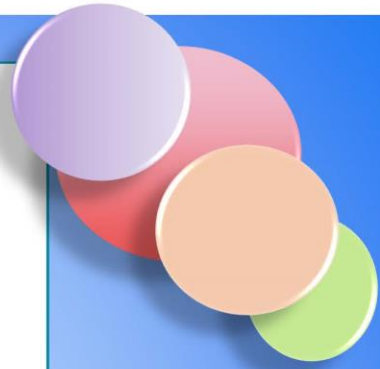
(see attached)



Location Risk Assessment 2022

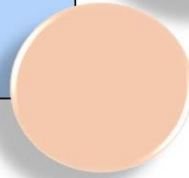
Heidi Caplen-Kingston

WEST HEATH SCHOOL



CONTENTS

1. Introduction and Objectives
2. Description of the School and boarding provision including Ethos, aims and objectives
3. Local community summary
4. Consultation in relation to local community
5. Crime Reports
6. Consultation in relation to Local Crime
7. Consultation in relation to Safeguarding
8. Consultation in relation to Education Services
9. Consultation in relation to Health Services
10. Access to external Health Services
11. Review of relevant documents
12. Internal design and facilities
13. Identification of Location Risks and Mitigations and Action Plan
14. Conclusion



National Minimum Standards for residential special schools SEPT 2022

The school premises, accommodation and facilities provided therein are maintained to a standard such that, as far as is reasonably practicable:

The health, safety and welfare of children are ensured and they are provided a safe environment in which they can live and learn.

Independent visitors should assess the suitability and physical condition of the building, furniture and equipment of the residential provision and the external environment

Children are safe, including in the school's residential accommodation and away from the school's premises. Effective measures are taken to manage risk and protect children from harm, and to manage well any incidents that do occur.

The school provides a homely and welcoming environment in which children feel safe, secure and comfortable, and their privacy is respected as appropriate for their age. Children enjoy their accommodation and mealtimes, and feel that their belongings and personal possessions are protected.

Schools should create and make accessible a stimulating environment to encourage children to develop their emotional, intellectual, social, creative and physical skills in a developmentally appropriate way, taking account of any special needs. This should include daily living skills, independence, health and employment skills needed by the child for their likely future living arrangements, taking account of their needs and in line with any EHC plan. These activities are described in the SEND Code of Practice under supporting successful preparation for adulthood.

Any use of biometric data/technology or surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on children's privacy. Any schools which use biometric technology and/or CCTV should set out the rationale for its use in the school's security policy. In addition, schools using CCTV must be registered with the Information Commissioner's Office (ICO) and comply with relevant data protection legislation, including the UK General Data Protection Regulations 16, the Data Protection Act 2018 and the Protection of Freedoms Act 2012.

ge

1. Introduction and Objective

Whilst it is not an expectation for Residential Special Schools to perform a location risk assessment, West Heath School as an outstanding provider understand how significantly both the internal and external environment can impact their students.

Although the school is well established, this assessment will assist leaders and managers to fully understand and respond to both the risks and opportunities the location presents.

An independent consultant has been commissioned to review both the local community and services, as well as our internal design and facilities, and provide guidance and an action plan on how the school can sustain or improve.

As part of this process, consultations with our community links and partners will be a valued addition to the overall assessment.



2. Description of the School and boarding provision including Ethos, aims and objectives.

3. Local community

West Heath School is a unique educational environment set in 32 glorious acres of Kent countryside on the outskirts of the town of Sevenoaks. Our staff passionately believe in the transformative power of education to change the lives of the young people in our care.

Our philosophy is to create a nurturing environment, centred around a holistic approach, whereby young people are welcomed, accepted for who they are, and their educational needs are balanced with an understanding of their therapeutic requirements. Our intuitive staff are reflective practitioners who work collaboratively with the students' families and external professionals to ensure that our students make sustained progress and develop a resilience that will be their mainstay in their future lives.

Our Boarding provision is a collection of small purpose-built bungalows forming the Boarding Colt Village. Each young person has their own private bedroom, to which they are given a key, and our boarders can personalise their bedroom with posters, family photos and ornaments giving them ownership of their room. Each house has its own philosophy of care which underpins the school's values Responsibility, Respect, Relationships and Resilience.

We aim to ensure that every young person has the opportunity to fulfil their aspirations and educational potential. The highly qualified residential team ensures a child focused, needs led, residential provision. The purpose is to provide a stimulating and nurturing homely environment in which children feel safe and secure, encouraging social, emotional, and academic development.



West Heath School Prospectus 2022

"Sevenoaks is a stunning town with a picturesque high street, an abundance of private schools, and even an idyllic National Trust park, Knole Park, which lies within walking distance of the town and even comes with its own flock of roaming deer. The impressive Knole House sits within the grounds, and the park itself is in the Kent Downs Area of Outstanding Natural Beauty - a pretty place for exploring. What's more, the Kent town is also only a 24-minute train ride away from London Bridge Station".

Sited from www.mylondon.news

"At first glance, Sevenoaks High Street looks straightforward, with shops and cafes clamouring for your attention on either side of the wide road. But look a little closer and you'll find a tangle of quaint, shop-filled alleyways in the triangle between the High Street, London Road and Bligh's Meadow pedestrianised shopping centre.

Veer off onto The Shambles, Dorset Street, Bank Street or Brewery Lane to discover a jumble of art shops, flower shops, carefully curated clothes boutiques, jewellers, cafes and hidden restaurants with outdoor seating. You'll feel like you've stumbled into a secret world!

Back along the High Street and London Road, you'll find more specialist shops, as well as big-name brands, restaurants and thriving indie bookshops. There are three markets to choose from too. On Saturdays, Bligh's Meadow and the High Street in front of Lloyds Bank fill with market stalls".

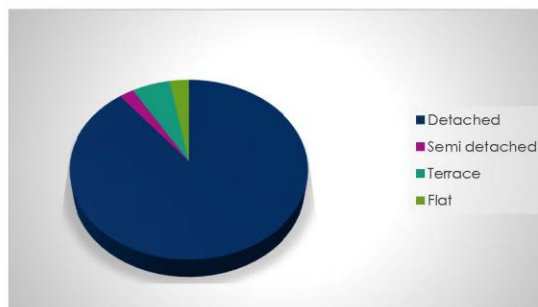
Sited from [Sevenoaks](#) | [Visit Sevenoaks](#)



Ashgrove Road in Sevenoaks is in the South East region of England. The postcode is within the Sevenoaks Kippington ward/electoral division, which is in the constituency of Sevenoaks

Housing Types

Detached	126
Semi-Detached	8
Terraced	3
Flat (Purpose-Built)	4
Flat (Converted)	0
Total	141



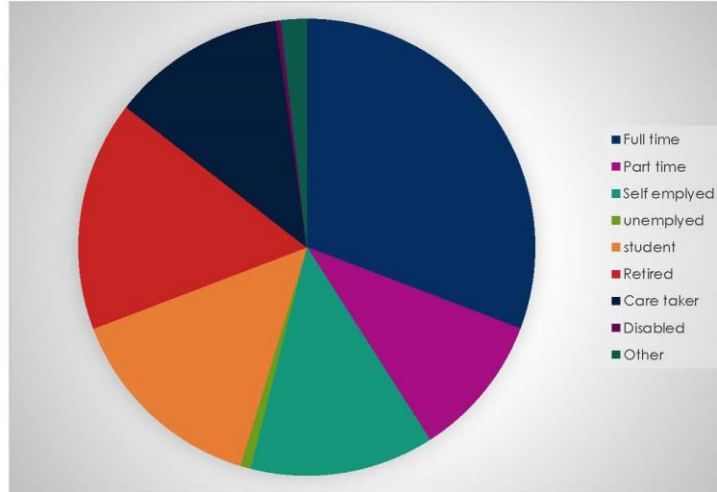
The area containing Ashgrove Road, Sevenoaks consists predominantly of detached housing, a strong indicator of affluence. **Please note that the figures may include adjacent streets -**

Source www.streetcheck.co.uk 03/11/22

Economic Activity

Figures for economic activity do not include those aged under 16, or those family members aged 16-18 who are in full-time education. This data is therefore based on 42.4 million of the United Kingdom's 57.8 million residents. The data was correct as of the 2011 census, which was a period of depressed economic activity.

Full-Time Employee	85
Part-Time Employee (<i>defined as 30 hours or less per week</i>)	28
Self Employed	36
Unemployed	2
Full-Time Student (<i>with or without job</i>)	40
Retired	45
Looking After Home or Family	34
Long-Term Sick or Disabled	1
Other	5
Total	276

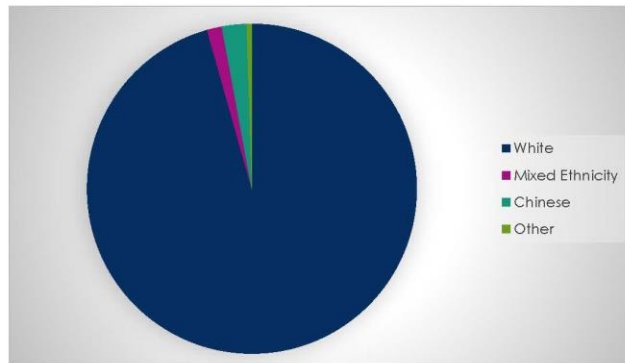


From the Data supplied and compared to other locations in Kippington ward there is a high level of employment in the local area. Only a small percentage of people are unemployed. There is also a higher number than average of retired people which statistically results in a lower crime rate in the vicinity.

Source www.streetcheck.co.uk 03/11/22

Ethnic Groups

White	394
Mixed Ethnicity	6
Chinese	10
Other Asian/ Black/African/Caribbean	1
Total	411



This address (Ashgrove Road, Sevenoaks) can be considered less ethnically diverse than the UK average. As a whole, the UK population claims itself as approximately 86% white, with residents of this area being 96%.

This may risk students not being able to relate to this location and not being able to access diverse conveniences such as personal care provisions. It is also noted that there is a high population of Christians and non-religious people occupying the area which may lead to a lack of multicultural activities and diverse places of worship.

Source www.streetcheck.co.uk 03/11/22

4. Consultation in relation to local community

"Boarders are encouraged to use off-site community facilities and engage in activities that include bowling, clubs/classes, theatre trips and other community events"

Statement of Purpose 2022



Objective of consultation with Kelly Webb (Health & Communities Manager), Community Safety Unit

I was able to contact Kelly Webb who has an important insight into the local community, and would be able to explore both opportunities and barriers presented by the community in terms in meeting diversity needs. Kelly was provided with the questions and responded via email. The questions focused on the following areas of the SCCIF:

SCCIF- Children enjoy access to a range of social, educational and recreational opportunities, including activities in the local community, as appropriate, irrespective of any disability they may have. They are able to participate in after-school activities, community-based activities and school trips and holidays. They are supported to engage in faith-based activities if they wish.

SCCIF- Leaders and staff work proactively with the local community including neighbours, faith groups, leisure organisations and local businesses to support children to use the facilities and to develop a sense of belonging, security and purpose.

Is there appropriate access to local religious facilities and diversity groups such as LGBT within Sevenoaks District?

LGBT groups are held by youth services at Swanley only at the moment. There is an evangelical church in Swanley only. The nearest church of England churches in Sevenoaks are St. Peter's Church in Ightham, St. Mary's Church in Sevenoaks, and St. John the Baptist Church in Sevenoaks. The nearest mosque is the Islamic and Cultural Centre in Tunbridge Wells. The nearest Synagogue is the Chatham Memorial Synagogue. The nearest Gurudwara is the Siri Guru Nanak Darbar Gurudwara in Gravesend.

Can different cultural needs be met by facilities in the local area within Sevenoaks District?

Not as much as what they should be. Facilities should be able to be used by all faiths/cultural needs, but there are no specific temples etc in the District.

Is diversity celebrated in the local community within Sevenoaks District?

There is an IPAG Independent Police Advisory Group. We have not held anything like a pride event. There are a number of festivals which have stands from different parts of the world or religion

Are there any additional opportunities or barriers identified in relation to meeting pupils' cultural, logistic and diversity needs within Sevenoaks District?

Barriers are that the district has a low BME Group but is becoming more diverse.

In addition to the feedback provided by Kelly Webb, I also noted that in the February 2022 Ofsted report the following statement was made:

"Students have been supported to be who they want to be without fear of discrimination. Children are educated and actively involved in learning about different cultures, identities, abilities, beliefs and celebrations. Students have recently set up a LGBT+ group. An ex-student attended a session and spoke about their gender identity. This gave the students a forum to safely explore the topic in a non-judgemental space" Ofsted February 2022

5. Crime Report

Sevenoaks is among the top 10 safest small towns in Kent, and is the 117th most dangerous overall out of Kent's 331 towns, villages, and cities. The overall crime rate in Sevenoaks in 2021 was 65 crimes per 1,000 people. This compares favourably to Kent's overall crime rate, coming in 26% lower than the Kent rate of 87 per 1,000 residents. For England, Wales, and Northern Ireland as a whole, Sevenoaks is the 343rd most dangerous small town, and the 1,971st most dangerous location out of all towns, cities, and villages.

In November 2021, Sevenoaks was the worst small town in Kent for bicycle theft, with 4 crimes reported, and a crime rate of 0.18 per 1,000 inhabitants. October 2021 was also a bad month for Sevenoaks residents, when it was Kent's most dangerous small town for burglary, recording 17 crimes at a rate of 0.77 per 1,000 residents. Sevenoaks recorded 18 reports of other theft during September 2021, making its crime rate of 0.82 the worst small town for other theft in Kent that month.

The most common crimes in Sevenoaks are violence and sexual offences, with 541 offences during 2021, giving a crime rate of 25. This is 14% higher than 2020's figure of 475 offences and a difference of 2.99 from 2020's crime rate of 22. Sevenoaks' least common crime is robbery, with 7 offences recorded in 2021, a decrease of 50% from 2020's figure of 14 crimes



NB: It should be noted that crimes categorised as violence and sexual offences range significantly in their severity from verbal abuse to significant sexual crimes.

Sevenoaks Crime and Safety Statistics | Crime Rate 03/11/2022

6. Consultation in Relation to Local Crime

"We Teach Boarding Students About Rule of Law Through Visits from Kent Police Youth Engagement Officers"

Statement of Purpose 2022



Objective of consultation with Yasmin Papworth (Kent Police Sevenoaks Youth Engagement Officer)

When assessing the risk associated with the physical location of the provision it is essential to establish strong community links and gain valuable feedback on any risks identified that need to be reduced. I was pleased to be able to arrange a consultation with Kent Police to identify any risk the location of the boarding provision may pose and actions required to mitigate.

SCCIF- Any risks associated with children offending, misusing drugs or alcohol, self-harming, going missing, being affiliated with gangs or being sexually exploited are known and understood by the adults who look after them. There are plans and help in place that are reducing harm or the risk of harm and there is evidence that these risks are being minimised.

SCCIF- Children who go missing experience well-coordinated responses that reduce harm or risk of harm to them. Risks are well understood and minimised. There is a clear plan of urgent action in place to protect them and reduce harm or the risk of harm. Proactive and effective working relationships with the police help to support and protect children. Staff work with the police to protect the children living in the school from any unnecessary involvement in the criminal justice system.

Have links been established between the school and boarding provision?

Yasmin stated confidently that there has been a long-standing relationship between the school/boarding provision and the police. Yasmin formally visits the school once per month and sees an average of 4 referred students, these will be day students or boarders. The students can be referred for a number of reasons associated with the school, community or their own home life.

In addition to this, there is also a separate team who deliver workshops and assemblies to year groups, topics covered have included bullying, online safety and anti-social behaviour.

Yasmin feels that there is excellent liaison between the police and school.

Does the location pose a risk in terms of CSE and CCE to students?

Yasmin stated the risk is very low, the premises and grounds are a suitable distance from the main town.

Is the local community impacted by students at the provision?

Yasmin confirmed she had been supporting the school for 2.5 years, and within this time there has been very little impact. On recollection she can only remember mild issues from 3 students of anti-social behaviour in the community.

Yasmin clarified that to her knowledge no West Heath students had been a victim of any crime within the local community.

Are there any crime hot spots in the local area?

Yasmin stated that Knole Park can be an area of higher risk, and the students may pass this when walking into the town. This is mainly a summer location and there is a high level of police patrol within this area.

The Vine, a sport field, also has a higher rate of anti-social behaviour risk, again mainly in the summer months. This is due to Sevenoaks hosting a lot of festivals. Police again keep this area under constant surveillance.

Yasmin confirmed that no West Heath students had been found in either of these areas.

Have missing protocols been shared?

Yasmin has experienced an excellent response in reporting students missing, which is very rare. If they feel students have left the grounds, they follow the correct protocols and assist the police to locate the student. There have been no occasions where students have been reported missing from the boarding provision.

Do you feel the boarding provision is appropriately located to maintain the safety of the students?

Yasmin felt the location is very suitable. There are no immediate risks from the local community, and the excellent relationships between the police and school will assist in maintaining this.

7. Consultation in relation to safeguarding

"Our school has a full and detailed Safeguarding Policy covering different aspects relating to how we promote welfare and safeguarding. The Health and Safety Policy outlines our response to promoting and meeting the health needs of our students in our school.

Statement of Purpose 2022



Objective of consultation with Tracey Goodland (Head of Care and Safeguarding) and Francis Osei-Appiah (Residential Care Manager and Deputy DSL)

To review the internal safeguarding systems and processes in relation to children accessing external amenities and achieving the following:

NMS 14.5 Schools should have procedures to ensure children's safety when off site, but under the care of the school, including when on organised visits. These procedures should be proportionate and focus on managing assessed risks.

NMS 8.3 Schools ensure that children are well prepared for adulthood. Schools are clear about how the residential provision contributes to this

NMS: 23.2 All children take part in a range of developmentally appropriate peer activities. Suitable risk assessments are in place and followed for any activities which may put children at risk of harm. Decision-making should be undertaken from the perspective of a reasonable parent

SCCIF Children are supported to develop their independence according to their individual needs, while protecting themselves from being in unsafe situations or with unsafe people. They are being prepared for adulthood and have opportunities to develop daily living skills.

SCCIF- Plans and risk assessments are timely and address effectively any known vulnerabilities each child may have. Risk assessments are known to the staff team and regularly reviewed and updated. Children are supported to take appropriate risks according to their developmental age and understanding as part of their development of independent living skills.

SCCIF- The school has effective links with local authorities, designated officers and other important safeguarding agencies. There is good communication about safeguarding issues, such as any injuries sustained during restraints or allegations against staff. The school has good

relationships with relevant local voluntary sector organisations that may be able to offer specialist support to children in keeping themselves safe.

Are Boarding students encouraged to utilise local amenities such as sports and social clubs?

Tracey explained that the students receive a weekly budget for activities which they are encouraged to spend on a variety of activities and experiences, some examples include cinema and bowling. There are also clubs on offer to attend and the local gym is popular. Tracey also stated that if a specific interest exceeded the usual weekly budget, but it was felt this was a significant benefit, then extra funding can be provided. Some of the students do not want to go out on activities and spend their monies on hobbies and crafts.

End of school trips in the past have been organised as large group outings, however taking into consideration the different needs of the current cohort, these have now been made more bespoke to the individuals rather than them being pre-determined.

Are risks associated with the location of the home and community access implemented as part of the admission procedure?

Tracey confirmed that prior to admission a full impact assessment is conducted, this focuses on how the new admission may impact the current cohort. In addition, this assessment also assists in highlighting any individual risk assessment and formulating positive handling plans and safety plans. There is a collaborative approach to decision making in conjunction with health and education. Tracey provided an example of a circumstance whereby the needs of the child could not be met by the boarding provisions and therefore the admission was not accepted.

The boarding provisions are using more robust new criteria to identify if the needs of some referrals can be met as a holistic service, and Tracey and Francis feel this has been very beneficial to the decision-making process.

In terms of risk associated with the location of the home and how this may impact a new admission, this is currently not formally considered as part of this process. Although from my discussion with the Safeguarding Lead and Care Manager it was evident this is undertaken dynamically, however the process would benefit from this being included formally, linking any risks to the location risk assessment and documented.

Are ongoing risk assessments carried out to allow children to access the local community and develop their independence skills?

Tracey and Francis reaffirmed that the current cohort of children present with more SEMH issues which impacts their desire and confidence to access the local community independently. However, the provision acknowledges that this is an area they want to continue to encourage, and provide further opportunities when students are wanting to expand their experiences. There have been some excellent examples of this being supported and achieved which has led to one student gaining a part time job in the community while boarding, and another student attending a local 6th form grammar school in the local area.

Francis confirmed that risk assessments are always conducted to support students accessing the community.

What links have the boarding provision established with local partners such as LADO and other voluntary organisations?

When asked about additional community links the boarding provision have established the list was extensive and included the following partnerships:

- Charlton Athletic community mentoring
- Kenwood Trust- local trust addiction supporting 12-week courses or individual support
- We Are With You- drugs and mental health support service
- LGBTQ- internal group meeting opportunities
- Girls Club- Internal group meeting opportunities
- Challenger Troop- external cadet-based education, orienteering and boot camps
- Teal - Equestrian Course
- Willows Farm- Local farm
- Kent Police Volunteer Cadets
- Reform Restore Respect Charity- Anti-crime workshops

Tracey stated that contact with LADO is on a "needs basis", and she feels confident that there is a good working relationship between the boarding provision and this external system.

Are there any other support systems provided by the boarding provision to help keep children safe from anti-social behaviour in the community?

Tracey acknowledged that currently due to pupils having limited access to the community unsupervised, the risk of them encountering or becoming involved in anti-social behaviour is minimal. She continued to state that due to excellent links between the school and local police, if a student was deemed to be at risk, further support and interventions could be provided.

Are there any additional barriers or opportunities identified in relation to students accessing the local community?

Tracey and Francis acknowledged that although there are many positives to the location of the provision, there are also some barriers identified. The premises are located in vast grounds within a picturesque and more rural location, although there are houses in close proximity, there are no immediate amenities such as a local shop. During the winter months the lanes become very dark with minimal lighting.

As the school is also located on site, the boarding students do not need to access any type of school transport. For non-boarding pupils this is often a good opportunity to experience independent travel which requires a multitude of important skills to be learned. Although I was made aware of individual circumstances where under a risk assessment a student is independently traveling between the boarding provision and home, it may be beneficial for the provision to consider how they could create similar opportunities for "travel training" for all students.

8. Consultation in Relation to Access to Education Services

"The Residential Team work closely with their education and therapeutic colleagues to a cohesive and consistent approach"

Statement of purpose 2022



Objective of consultation with Mr Cormac McManigan (Deputy Principal, West Heath School)

As an inclusive package of care and education all boarding students are enrolled at West Heath School, therefore this consultation focused on identifying any benefits and barriers in relation to the onsite education and how this impacts the students. In addition to this, I was keen to explore the relationship between the school and boarding provision in compliance with the following NMS:

NMS 2.5 There is clear leadership and management of the practice and development of residential and care provision in the school. Leaders ensure that there is a mutually supportive and reinforcing approach, between (i) the educational provision and (ii) the residential provision, which is centred around the child. Individuals working in each aspect of provision should be able to challenge each other where necessary. The school should have processes in place to ensure this is the case

SCCIF- Residential and education staff support each other and work collaboratively to provide consistency and stability. There are clear responsibilities and accountabilities and staff have a sense of shared ownership about its practice. Staff report that they are well led and managed and there is other evidence to support this.

SCCIF- Leaders and managers make child-centred decisions about children coming to stay at the school. They prioritise the safety and stability of the group environment and take account of the likely impact of new children joining the school.

How important are the relationships between the school and boarding provision?

Mr McManigan stated that the relationship between the school and boarding provision is "completely vital". He felt that the boarding resource is essentially the student's home during the week, and therefore the boarding staff are their surrogate parents, meaning that good communication and collaborative support is essential. It is unlikely that this close partnership working could be replicated in other conventional settings.

How are relationships and communication systems supported and sustained between the boarding provision and school?

Daily reports are a consistent method used for communication between the two settings. Although these are brief reports, their objectives are to pass over useful information that may impact the student's behaviour or wellbeing in either setting, and therefore the focus remains on information such as bed times, wellbeing, behaviour, activities, life skills and achievements. Mr McManigan stressed the importance of sharing activities, life skills, and achievements as this embeds the school's overall ethos of supplying a versatile and stimulating 24-hour environment.

In contrast to this collaborative culture, Mr McManigan continued to explain that the school and boarding provision also understand the need to at times retain the parameters of the separate settings. If there was a behaviour issue at school, the consequence would not be expected to reach beyond the school boundaries. He stated boarding students are encouraged to see the residential as their "Safe Place", and in return the boarding provision would never interfere with any student accessing education.

Mr McManigan felt that another method of establishing and retaining the relationship and consistent communication between the school and boarding provision is the physical location of the Head of Care's office in the main school building. This provides opportunities for regular crossover of information gathering and sharing which the students and boarding benefit from.

When EHC plans are reviewed the boarding provision's contribution to this process is very valued, and support staff can be invited to annual reviews by the students, providing further positive links between the boarding and school.

How do boarding students benefit from having education on site?

Mr McManigan felt confident that there are many benefits for the students accessing onsite education. A more obvious benefit is the lack of transport requirements and distance between the boarding provision and school. He explained that a significant amount of the students exhibits a high level of anxiety around accessing education, and therefore the reduced transition can be a major benefit.

As students can display challenging behaviour, it is also acknowledged that the ability to board during the week provides parents and carers with respite and can help sustain and improve relationships.

The residential students also gain access to further enrichment through both the use of the school amenities, such as the swimming pool and sporting facilities, as well as being provided with regular weekly after school activities and trips out in the community which they may not have the opportunity to do without boarding.

What other external education facilities are available?

There is an adult education centre local to the premises and students have access to this. Students are also provided with opportunities to join clubs external to those provided by the school.

Mr McManigan stated that he feels one of the most significant benefits of the close proximity of the boarding provision to the school is the complete stability and consistency the students gain which reduces their anxiety and provides a greater opportunity for them to reach their educational potential.

Do boarding and school work collaboratively when assessing if the students' needs can be met by the school?

It was explained that there is collaborative decision making between the school and boarding provision, and all the needs of the potential students are assessed holistically to ensure both their educational and residential needs can be met. If there is a referral whereby the educational needs cannot be met, a residential placement cannot be offered separately.

What impact do school decisions have on boarding students (e.g. exclusions)?

Following on from the previous question, Mr McManigan stated that education decisions can impact boarding placements, although this is a rarity. If a student is internally excluded then this is managed on site, however if their exclusion is for a longer period of time or permanently, then they would not be able to board. This is probably the only risk identified of the inclusive care package.

9. Consultation in Relation to Access to Health Services

"Students can access health care advice and treatment from local A&E hospitals in Sevenoaks and Tunbridge Wells Hospital. If a student requires support from the Child and Adolescent Mental Health Service or Adult Mental Health services, the school support with these referrals. We also support students to get advice and treatment at our local sexual health clinic if needed.

West Heath School Prospectus 2022



Objective of consultation with Helen Parrish (School Nurse)

When assessing the suitability of the location of the provision, access to routine, requested and emergency health services are a fundamental consideration. West Heath School boarding students remain predominantly under the care of their parents and placing authorities, therefore I was interested to see how residing at the school during the week impacted their access to both universal and specialist services. Specifically meeting the following NMS:

NMS 6.2 The school should have obtained all necessary information about a child's health, education and care needs, prior attainment and achievements prior to (or in an emergency, at the time of or as soon as practicable after) admission.

NMS 12.4 The school has effective links with health agencies, including specialist services where appropriate, such as child and adolescent mental health services and sexual health services. The availability of such services is taken into account when considering admissions. Schools secure appropriate services for children when required. Children also have access to local medical, dental, optometric and other services or provision as necessary

SCCIF- Children are in good health or are being helped to improve their health or to manage lifelong conditions. Their health needs, including their mental and sexual health needs, are identified. They have access to local health services when they need them. Arrangements for managing medication and carrying out health procedures are safe and effective and promote independence wherever possible. Staff develop effective relationships with health professionals to promote good health and ensure children's healthcare plans are fully implemented.

Are the health needs of students considered before being offered a boarding placement?

Helen felt very strongly that there is a collaboration of initial assessment which health are fully involved in. Some children who have very complex needs, such as mental health needs, may not be suitable for the boarding provision, and if Helen feels this is the case she feels her opinions are valued. She stated "it is very much a joint decision, and if needs cannot be met then the student would not be offered a boarding placement".

How are ongoing health needs of the students met? How do health services collaborate with the boarding provision?

Helen explained that with acute illness such as Covid or other infectious diseases, West Heath always follow the processes and guidance provided by the Department of Health and Government. As with any student, this would impact them in some way.

However, with other acute illnesses, such as sore throat or stomach pain, a virtual GP can be accessed. Prior to COVID the provision had an arrangement with a local GP where students could receive face to face appointments, however this has not continued due to the new COVID procedures.

If it is believed the student's illness is more severe, then in consultation with boarding and parents the student may be sent home to recover and attend an appointment with their own registered GP.

I did ask Helen if there was an option to allow a student to remain at the provision in instances where it may just be a minor ailment and recovery would be expected to be within 24 hours? Helen confirmed that if the student just needs some rest and pain relief then there are options to support them to remain at the boarding provision and avoid being sent home, and therefore missing out unnecessarily on education.

Are external resources ever needed, if so how are these obtained?

The boarding provision benefits from an onsite nurse and access to online GP support. In addition to this there is a local hospital (Penbury) and a walk-in minor injury centre.

Helen stated that the school have a consistent link to sexual health clinics, and sexual health services have regularly visited the school to provide related workshops.

I asked Helen about those students with more complex mental health needs. Helen stated that while a referral to CAMHS can be delayed, that once the student is receiving this support, in her experience it has been excellent, and one specific boarding student had benefited considerably between the collaborative input from CAMHS and onsite resources.

Are there any barriers identified in relation to students accessing services to meet their health needs?

Helen has already discussed the challenges when initially requesting support from CAMHS, as due to pressure and ongoing demand on this service the delay in gaining appointments can be considerable. However, Helen feels another benefit for boarding students is the use of school counsellors who can be utilised to offer much needed interim support. This is a unique facility and one which is very valued.

I asked Helen if students were able to access remedial medication to treat mild pain. I felt there may be a barrier to students in this area as the boarding provision does not retain parental responsibility. Helen confirmed that consent is gained from carers with PR who can authorise the administration of minimal over the counter medicines, such as those to treat common ailments (Strepsils, Paracetamol, heartburn tablets). She stated that one current boarder does not have this consent, but parents can be contacted and authorise over the phone so the student is not left in undue pain.

10. Access to External Health Services

Service	Location details	Distance from provision
General practitioner	Amherst Medical Practice 21 St Botolphs Road, Sevenoaks, TN13 3AQ	1.96 miles
Opticians	Boots Opticians 110 High St, Sevenoaks, TN13 1LU	1.35 miles
Dentist	Community Dentist, Sevenoaks Hospital, Hospital Road, Sevenoaks, TN13 3PG	2.56 miles
Sexual Health Clinic	Tunbridge Wells Hospital - Sexual Health Clinic, Tunbridge Wells Hospital, Tonbridge Road, Tunbridge Wells, TN2 4QJ	11.12 miles, however, Caroline Wilson (Sexual Health Nurse) provide a drop-in service for the residential provision in their youth club for all boarding students throughout the year. Caroline offers advice on relationships, STI's, contraception, and safe sex. Caroline also provide sexual health screenings as well as GET IT registrations (Condoms). Appointments can also be made at the Rubin clinic in Sevenoaks
Accident and Emergency Hospital	Tunbridge Wells Hospital Tonbridge Road, Tunbridge Wells, TN2 4QJ	11.12 miles
Walk-in minor injury unit	Sevenoaks Hospital Hospital Road, Sevenoaks, TN13 3PG	2.56 miles

11. Review of relevant documents

Placement match and impact assessment

Having reviewed the placement match and impact assessment I found this to be a comprehensive document that considered both the needs of the student against the provision's statement of purpose. This assessment also considers the impact a new admission may have on the established cohort of boarding students, this demonstrates a robust admission process with a holistic approach. The commissioning of a Location Risk Assessment is a new process for the school, and therefore a comprehensive location risk assessment has now been carried out. I would recommend that this is also included in this process to create an additional consideration.

Risk assessment accessing the local community

Having reviewed the generic risk assessment process with the Residential Care Manager, we agreed that this system may benefit from a further review to ensure that risk management in the boarding provision is demonstrating a balanced approach to encouraging independent skills and encouraging age appropriate risk taking whilst maintaining the students' safety.

I was able to also review an individual risk assessment to support a student who wished to travel independently to and from school. This was a comprehensive assessment which both identified but also mitigated risk. This was an excellent example of how the provision has supported a pupil to expand their experiences and life skills.

Care planning

Having reviewed the care plans for the students, an improved focus on the use of the community access and resources in supporting the pupil's progression to adulthood would be beneficial. Whilst the students may have further experiences and opportunities when they return home at weekends and holidays, the provisions could consider how they support life skills and independent skills to complement this even further.

12. Internal design and facilities

NMS 3.2 Monitoring visits are carried out unannounced. They include: assessment of the suitability and physical condition of the building, furniture and equipment of the residential provision and the external environment.

Evidence

Review of National Minimum Standard 3 Independent Monitoring Visits.

I was able to review the last three reports.

In each of the reports the environment is reviewed by the independent visitor who provides an independent assessment of their opinion of the facilities and general presentation of the living and communal areas. I noted when maintenance issues have been raised as part of the report these have been addressed. In the reports reviewed the independent visitor was very complimentary, and in the last report the students' access to independent life skills facilities were noted, as well as cultural events being celebrated such as Halloween.

"I continue to find the accommodation to be of an excellent quality and each of the houses provides a nurturing feel that reflects a home away from home." Standard 3 report 2022

When discussing the impact of the standard 3 in relation to the review of the premises and facilities, the Residential Care Manager stated he felt there is enough emphasis on the maintenance and presentation of the home, and ensures any action or recommendations are addressed accordingly. Francis also explained that the environment is a continued focus of the developmental improvement plan for the boarding provision, and standard 3 visits will be used to inform this also.

NMS 4.1 Children are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010. In addition, children are not discriminated against because of their cultural background, linguistic background, special educational need, or academic or sporting ability (the list is not intended to be all encompassing, the key factor is protecting children from discrimination). These factors are taken into account in the care of children, so that care is sensitive to different needs, and any reasonable adjustments required where a student has a disability, and an inclusive environment is promoted within the school.

Evidence

It is understood that the boarding provision and school would not be suitable for pupils that have significant mobility needs. There is no access to lifts or ramps, and therefore some physical impairments would result in access issues. Currently the access limitations are not included in the Placement Match Impact Assessment, and this could be considered.

NMS- The school provides a homely and welcoming environment in which children feel safe, secure and comfortable, and their privacy is respected as appropriate for their age. Children enjoy their accommodation and mealtimes and feel that their belongings and personal possessions are protected.

Evidence

I was provided with a tour of the boarding provision and facilities that students benefit from utilising outside of school hours. The facilities are extensive, with students having access to an indoor swimming pool, large grounds and sports pitches, play equipment, gym equipment and a youth club. The accommodation itself is presented to a high specification, and achieves a balance between a homely and welcoming environment, whilst also being functional and practical.



NMS 14.2 The school premises, accommodation and facilities provided therein are maintained to a standard such that, as far as is reasonably practicable, the health, safety and welfare of children are ensured and they are provided a safe environment in which they can live and learn.

Evidence

Discussion with Steve Ingram (Estates Manager) regarding health and safety risk assessments and checks

In discussion with Mr. Ingram, it was evident that both consistent and effective communication systems have been established that ensure any maintenance or health and safety issues are addressed appropriately and promptly.

Mr. Ingram explained that in addition to immediate needs, routine maintenance is planned during school closures to limit the disruption to the students.

An extensive amount of health and safety checks are carried out both internally and by external professionals, including the following:

- Weekly fire checks, fire doors, smoke detectors, call points
- Monthly fire door checks
- PAT testing annually
- Fire extinguishers internal monthly and external annually
- Legionnaires checks every month with water temps included
- Fire risk assessment annually – nothing outstanding in boarding
- Annual Fire Risk assessment review

Records are maintained of all the checks and subsequent works carried out.

One of the challenges of maintaining the safety of the premises was the lack of a boundary fence which resulted in member of the public being able to access the school grounds. However, following a period of consultation with the local authority the new boundary fence was implemented in September 2022, and this has significantly improved the safety of the whole site.

There is also CCTV in operation on site. This is a valuable monitoring resource which is utilised to maintain safety of the site and act as a deterrent for any inappropriate behaviour; visual evidence in light of allegations against fellow students as well as staff poor practices, and may assist and support LADO investigations, management investigations, disciplinary of staff.

<p>NMS 23.1 Schools should create and make accessible a stimulating environment to encourage children to develop their emotional, intellectual, social, creative and physical skills in a developmentally appropriate way taking account of any special needs. This should include daily living skills, independence, health and employment skills needed by the child for their likely future living arrangements, taking account of their needs and in line with any EHC plan. These activities are described in the SEND Code of Practice under supporting successful preparation for adulthood.</p>
<p>Evidence</p>
<p>The environment does contain facilities and opportunities to support students to learn and enhance their independent skills, such as use of kitchens and laundry facilities. However, the Residential Care Manager recognised that lots of cleaning and care duties are carried out by the waking night staff which could limit opportunities for boarding students.</p>
<p>SCCIF: The physical environment for children is safe and secure and protects them from harm or the risk of harm. Risk assessments for the physical environment are regularly reviewed and updated and comply with statutory requirements.</p>
<p>Evidence</p>
<p>The provisions utilise effectively the electronic system "Behaviour Watch", this sophisticated online system retains and cross references all records and monitoring systems. As part of this system any incidents involving the students can be reported and recorded. The system also holds the risk assessment system, care planning, monthly health & safety audits, monthly fire safety audits.</p> <p>There is a School HSE Grounds Risk Assessment compiled by the School Health and Safety Officer and last updated on 9th August 2022. The School Grounds Risk Assessment covers slips, trips, falls from walls, steps, trees, uneven ground, vehicles moving on site, waste bins / skips, outside play equipment / facilities, construction sites, proximity of local roads, contact with public /dog walkers, ponds & ditches, poisonous plants & fungi and grounds maintenance. When reviewing this with the Residential Care Manager we agreed that this did not really capture the potential risks associated with the boarding environment, and it could be enhanced further to include the boarding environment.</p>

13. Identification of Location Risks and Mitigations, Opportunities and Actions

Area	Opportunities	Risks Identified	Current Mitigation	Further Action to consider
Community	The boarding provision is located in an affluent semi-rural area. The local town of Sevenoaks is a vibrant town which offers a plethora of shops, activities and public transport.	The immediate locality can be considered less ethnically diverse than the UK average. As a whole, the UK population claims itself as approximately 86% white, with residents of this area being 96%. This may risk students not being able to relate to this location, and not being able to access diverse conveniences such as personal care provisions. It is also noted that there is a high population of Christians and non-religious people occupying the area which may lead to a lack of multicultural activities and diverse places of worship.	The boarding provision have created some internal opportunities to support students exploring their own identity, such as LGBTQ group and girls club.	To further explore students' access to diversity and multi-cultural activities and experiences in the local community or further reaching.
Area	Opportunities	Risks Identified	Current Mitigation	Further Action to consider
Crime	The local area has a significantly low crime rate and students are not considered at high risk of being affected or implemented in anti-social behaviour. There are excellent links	Knole Park can be an area of higher risk, and the students may pass this when walking into the town. This is mainly a summer location and there is	Kent Police have increased patrols in these areas, especially during the summer months.	

	between the police, boarding provision and students established, and students can also benefit from targeted support if this is deemed required.	a high level of police patrol within this area. The Vine (a sporting field) also has a higher rate of anti-social behaviour risk, again mainly in the summer months. This is due to Sevenoaks hosting a lot of festivals.	Students are only permitted unsupervised time in the community following a risk assessment which highlights these potential hot spots. Regular visit from the police to the school to provide general workshops or support students on an individual basis. There is also access to an in-house trainer who delivers anti-crime workshops.	
Area	Opportunities	Risks Identified	Current Mitigation	Further Action to consider
Safeguarding	The boarding provision benefits from a strong embedded safeguarding ethos and culture. There are appropriate and experienced personnel who oversee all elements of safeguarding and student's wellbeing, and internal recording systems allow this to be monitored. Robust and considered Placement Match and Impact Assessment ensures that students' holistic needs can be met with collaborative	The lack of local shops and amenities in the immediate area may limit students' opportunities to practise independent skills. During the winter months the lanes surrounding the provision become very dark with minimal lighting and impact potential risk assessments As the school is also located on site, boarding students may not gain the same potential opportunity to learn independent travel skills.	Students are provided with individual opportunities to experience independent travel, and are also regularly provided with opportunities to visit local shopping centres and other activities that promote their independence. The school has many school vehicles providing transport for students to access the community.	To further consider how opportunities can be created to enhance independent skills in the community. Consider a link between the location risk assessment and placement matching and impact

	decision making undertaken by health, care and education.	Accessing the local community is explored as part of the placement match and impact assessment process. This has not been linked to the location risk assessment.		assessment process.
Area	Opportunities	Risks Identified	Current Mitigation	Further Action to consider
Education	<p>The collaborative relationship and communication between the school and boarding provision is evident, and students benefit considerably from a consistent link and partnership working.</p> <p>The close proximity of the boarding provision and the school has a significant impact on attendance and reducing student anxiety.</p> <p>Students can utilise the school facilities outside of school hours, broadening their experiences and opportunities.</p> <p>Relationships between the students and their own family and carers can be enhanced as a result of the boarding arrangement.</p>	<p>The only significant risk identified was the connection between the education placement and boarding provision. If a student is permanently excluded from education their boarding placement is terminated.</p>	<p>A robust and inclusive admission assessment process is conducted to ensure the school can meet the needs of the students.</p> <p>An experienced and skilled SLT and staff team are employed to ensure that challenging behaviours can be appropriately managed in school.</p> <p>Additional supportive interventions such as Behaviour Watch, positive handling plans and behaviour support plans are implemented to ensure strategies being used to manage challenging behaviour are effective.</p>	

Area	Opportunities	Risks Identified	Current Mitigation	Further Action to consider
Health	<p>Boarding students benefit from a high level of internal health services and input. The school nurse monitors the health and wellbeing of all boarding students. In the event that external resources are required, her community links and knowledge can have a positive impact on the speed of referrals in gaining access to these resources.</p> <p>The collaborative working partnership between the boarding provision and health ensures that during the admission process any higher risks are identified.</p> <p>The health service feels their input is highly valued by the boarding provision, and students benefit from this.</p>	No risks identified.		
Area	Opportunities	Risks Identified	Current Mitigation	Further Action to consider
Internal design and facilities	<p>The internal design and facilities allow the students to benefit considerably from extended recreational facilities.</p> <p>The dedicated estate management team ensure that the premises are safe, secure and compliant with</p>	<p>There is restricted access for students with mobility needs/challenges/impairments.</p> <p>Boarding provision's risk assessments are not bespoke to the environment, and do not consider how risks can be</p>	Current placement match and impact assessment would highlight mobility and access issues, and therefore a decision in the best interest of the student would be considered.	To consider how further life and independent learning opportunities can be further created in the

	<p>health and safety regulations and legislation.</p> <p>Both regular internal and external checks and inspections are carried out.</p> <p>Excellent communication systems ensure that any urgent maintenance matters are dealt with promptly.</p>	<p>reduced, allowing opportunities to enhance exposure learning and development of students' independent and life skills.</p>		<p>provision, and how risk assessments are utilised to support this.</p>
--	--	---	--	--

14. Conclusion

In my independent opinion there are a multitude of positives identified through this process in relation to the location of the boarding provision and the internal design and facilities.

Students who are accommodated at the boarding provision benefit from a range of on-site amenities, and the collaborative, joint working partnership between the school, residential and health services is evident and has a significant positive impact on students' holistic development.

The boarding provision have ensured they take full advantage of their close proximity to the school and use of the facilities outside of school hours to ensure that students gain opportunities to broaden interests and experience a stimulating environment.

It was agreed by all consulted that barriers to students attending education are also significantly reduced due to the proximity of their accommodation. The consistency and predictability of the morning routine reduces the risk of potential anxiety for the students, resulting in a positive effect on attendance.

Both internal and external monitoring systems such as the independent visitor assess the suitability and physical condition of the building, furniture and equipment of the residential provision and the external environment.

The accommodation achieves a good balance, and is both an inviting and welcoming environment, whilst also being functional and practical.

An area of further development this assessment has highlighted is further consideration needed in relation to the students' exposure and opportunities to learn and increase their life skills.

"This should include daily living skills, independence, health and employment skills needed by the child for their likely future living arrangements, taking account of their needs and in line with any EHC plan. These activities are described in the SEND Code of Practice under supporting successful preparation for adulthood" NMS SEPT 2022.

Whilst there are some individual examples of opportunities being created for individuals, it would be beneficial to consider how similar opportunities can be created for all the students and further embed this culture of the provision.

I would like to take this opportunity to thank all parties who contributed to this assessment, and thank West Heath School for their transparency, support and hospitality.