

# Equality Policy



## Chelsea Community Hospital School

DATE SEPTEMBER 2022

THIS IS AN EQUALITY POLICY FOR CHELSEA COMMUNITY HOSPITAL SCHOOL WHICH HAS BEEN WRITTEN IN CONSULTATION WITH REPRESENTATIVES FROM THE WHOLE SCHOOL COMMUNITY INCLUDING STAFF, GOVERNORS, RESPECTIVE HEALTH TRUSTS, LOCAL AUTHORITY, PUPILS AND PARENTS.

# **School Mission Statement**

**The Chelsea Community Hospital School aims to ensure that children and young people have their rights to education preserved as hospital school pupils, community pupils or home tuition pupils.**

**We aim to provide a broad and balanced curriculum, in line with the National Curriculum, taking into consideration each pupil's individual needs, and through this to extend the development of the whole child, spiritually, socially and intellectually.**

**We firmly believe that education is a partnership between school and home, and we actively seek parental involvement in the learning process.**

## **SCHOOL BACKGROUND INFORMATION**

- We are a Community Special School providing education for pupils and young people while they are in hospital.
- We also provide places for a number of pupils who cannot access mainstream school due to their medical conditions.
- Our school is based across five NHS hospital sites in central London as well as a site for community pupils, they are: The Chelsea and Westminster Hospital, The Royal Brompton Hospital, St. Mary's Hospital, The Collingham Child and Family Centre, Lavender Walk Adolescent Unit and The Bayswater Children's Center for our community pupils. We also work with children and young people in their home settings when necessary.
- We teach across all key stages in both primary and secondary.

## **TOTAL NO. OF PUPILS**

Variable due to hospital admissions.

## **DISSEMINATION**

Key information from this policy will be incorporated into the following documents where appropriate:

- School website
- Staff induction materials
- Governor induction materials
- Pupil documentation
- Newsletters
- Staff meetings
- Parent events
- On request from the school office

POLICY IMPLEMENTATION DATE

October 2022

POLICY REVIEW DATE

October 2026

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**Introduction**

The philosophy of Chelsea Community Hospital School is to create an atmosphere in which each and every child and young person is valued. Our school community is enriched by its diversity and its sense of place here in the heart of London.

We are fully committed to ensuring equality of opportunity for all pupils, parents and carers, and school staff, irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We work hard to develop a culture of inclusion and diversity in which all those connected to the school feel positive about their identity and ability to participate fully in school life.

All hospital school staff, governors and volunteers are committed to achieving an environment in which each pupil and their family, feels greatly valued and respected. Discrimination against any child, parent or carer, member of hospital or school staff is unacceptable in this school and will be dealt with through our disciplinary procedures.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

All our pupils face the additional challenge of living with a chronic or acute medical condition. We are committed to challenging the prejudice, negative attitudes and inequality that exists for many of the pupils we teach. We do this by promoting good practice where we see it together with providing advice and guidance where we can.

**Legislation & Guidance**

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

- UN Convention on the Rights of the Child 1989
- The Human Rights Act 1998
- The Equality Act 2010

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

- DfE 'The Equality Act and schools' 2014
- DfE 'Promoting the education of looked after children' 2014

## **Links with other school policies**

This policy is related to the following other school policies:

- Special Educational Needs Policy
- Anti-bullying Policy
- Safeguarding Policy
- Behaviour Support Policy
- Maternity Policy
- CPD Policy

## **Data Protection**

- The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.
- The school will gain consent from the pupil and parents/carers before any sensitive personal data is processed.
- The school will respect all pupils' right to privacy and will not disclose a pupil's trans\* status or sexual orientation to any other pupils, staff members or third parties.
- The school holds a Data Protection Policy containing further information addressing data protection.

Trans\* is an umbrella term that refers to all of the identities within the gender identity spectrum.

## **Roles & Responsibilities**

- The headteacher will implement this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- The headteacher will ensure regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- It is the responsibility of all staff to be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment/discrimination as the highest priority.
- The school will ensure that appropriate support is made available for pupils who require immediate interventions, parental assistance and personal counselling.

## **Protected Characteristics**

We will not discriminate against, harass or victimise a pupil, parent/carer, staff member, school governor or prospective pupil, because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation

- Gender reassignment
- Pregnancy or maternity

We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent/carer, with whom the pupil or prospective pupil is associated.

## **Statement of intent: Protected Characteristics**

### **Sex**

- We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes, regularly reviewing our school practices to ensure that they are fair.
- If it is judged appropriate for something to be taught in a single-sex group, pupils undergoing gender reassignment will be allowed to attend the single-sex group that corresponds with the gender role in which they identify.

### **Race & Ethnicity**

- We will ensure that pupils of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.
- We may, however, take positive action to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

### **Disability**

- We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, regularly reviewing our school practices to ensure they are fair.
- We will make any reasonable adjustments necessary to ensure the full inclusion of pupils with disabilities, especially where the child also has a special educational need (SEND), but does not have an Education, health and care (EHC) plan.
- We will meet our duty to undertake accessibility planning for pupils with disabilities, and ensure that any accessibility plan is duly implemented and reviewed where necessary.
- The school holds a SEN Policy containing further information addressing equal opportunities for pupils with SEND.

### **Religion & Belief**

- We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.
- We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

### **Sexual Orientation**

- We will ensure that all gay, lesbian and bi-sexual pupils, or the children of gay, lesbian or bi-sexual parents/carers, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure they are fair.
- We will ensure that pupils are taught about marriage of same-sex couples whilst meeting our legal requirement to teach about the nature of marriage in SRE lessons.

### **Gender Reassignment**

- We will ensure that pupils are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans\* parents/carers, regularly checking our school practices to ensure that they are fair.
- Pupils have the right to dress in accordance with their true gender identity within the constraints of our dress code.
- We will ensure that there is a designated safe space within our school where trans\* pupils can discuss issues of gender without fear of discrimination.

Trans\* is an umbrella term that refers to all of the identities within the gender identity spectrum.

### **Pregnancy and maternity**

- We will ensure that pupils are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.
- We will make reasonable adjustments to support of pupils who are pregnant, or have just given birth.

### **Looked After Children (LAC) & Previously Looked After Children (PLAC)**

- We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- A personal education plan will be created, and implemented, for all LAC and PLAC, in line with the appropriate Local Authority policy and guidance.
- We will ensure that any SEND that a LAC or PLAC has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

## **Statement of Intent: Policy Actions.**

### **Curriculum**

- It is the entitlement of all pupils to have equal access to the full Curriculum provided by the hospital school. The curriculum should reflect both the pupil's world and the world in general.

- Schemes of Work reflect a broad balanced curriculum that seeks to challenge the ignorance and misunderstanding which are the prime cause of prejudice and discrimination.
- We aim to develop critical and analytical thinking so that informed judgements and choices, free from bias and stereotypes, can be made, and through this to foster respect for all ways of life.

### **Language**

- It is essential that respect is shown for the language and dialect which are part of each pupil's identity. Status, recognition and the opportunity to use their own language should be given to pupils whose first language is not English.
- We are fully committed to finding ways of giving adequate language support in order to give equal access to the curriculum.

### **Resources**

- Current educational resources reflect a diverse society and encourage a whole world view. All school staff are responsible for ensuring that all resources meet these requirements.

### **Careers advice and counselling**

- The services of our School Careers Adviser are open to all our pupils. When subject options and career choices are discussed with teaching staff and the schools Careers Adviser we shall avoid promoting or facilitating stereotypical choices.

### **The wider curriculum**

- The wider curriculum is implicit in the way subjects are presented and the way pupils are organised and treated. It can influence the way in which the school transmits attitudes, beliefs and values, and plays a major part in forming the school ethos. The following aspects of the wider curriculum will reflect the school's Equality Policy.
  1. Displays of pupils work
  2. Books and games for recreation
  3. Staff expectations and attitudes
  4. Pastoral care and support
  5. Respect for cultural variations in food and dress
  6. Images, pictures, photographs and materials in the environment.

### **Meetings with parents & carers**

- When meeting with pupils, parents and carers, respect will be shown for the person and their cultural background.
- Positive steps will be taken to secure accurate information regarding the pupils' name (in particular the pronunciation and spelling), religion and any relevant circumstances which will help us to provide a supportive environment.
- Every effort will be made to provide help with communication.
- We have a belief in inclusive education; when parent/carers actively request removal from certain activities we will listen with respect and discuss their request, always putting the interest of the pupil first.

### **School records and reports**

- We shall ensure that school records, letters, information, newsletters and reports are free from prejudice and stereotyping and will avoid the use of assumption and speculation.

### **Staff training & development**

- The school will organise appropriate and regular in-service training for staff and those associated with the school on equality.

### **Bullying and Discrimination**

- Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.
- Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Safeguarding Policy.
- It will be up to the headteacher to decide whether it is appropriate to notify social services, and/or the police, of any incident.

### **SEND**

- We are committed to working in partnership with parents/carers and other professionals to ensure that our pupils have their needs identified and supported in a timely manner. Our aim is to ensure minimal disruption to accessing education in a way that is suitable and accessible to their needs. Please see our [SEND policy](#).
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### **The Public Sector Equality Duty**

We will meet our duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics.
- Equality objectives (at least every 4 years) outlining how we may further equality in our school.
- There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

### **Equality Objectives**

- For all pupils to have high expectations set for them and to be given opportunities to access the full curriculum on offer at CCHS regardless of learning needs or having EAL, so there is no significant gaps in the progress of any one cohort.
- Challenge gender stereotypes within the world of work. Using PSHE and our careers education programme explore issues of gender and careers thus enabling pupils to make informed choices about further and higher education, apprenticeship options and work choices.



- Working in partnership with health colleagues ensure all staff have access to evidence based information and training to develop their knowledge, awareness and confidence in responding to issues arising for pupils who are exploring their gender identity.
- Using our Well at School Resources influence policy and practice in mainstream schools so that pupils living with chronic and acute medical conditions are not treated less favourably than their peers in terms of access to education.