



The Lioncare School Policy Statement for Equality and Diversity including Action Plan 2021-2022

Policy Type and Title	Related Documents	Related Legislation	Author	Consultation	Curriculum Links	Date Created	Date for review
The Lioncare School Statement on Equality and Diversity, including Action Plan	This policy relates to the Policy for Promoting Positive Behaviours and Relationships and to The Policy for Additional Needs	<p>The Independent School Standards Equality Act 2010</p> <p>The Equality and Human Rights Commission's Technical Guidance for Schools in England</p> <p>Department for Education, Special</p>	<p>Sara Fletcher</p> <p>Caroline Belchem</p>	<p>The Chief Executive Officer</p> <p>The Assistant Director for Care and Support</p> <p>The Assistant Director for Education and Training Support</p> <p>The adult team at The Lioncare School</p> <p>The School Improvement Partner</p>	All	<p>August 2015</p> <p>Reviewed:</p> <p>August 16 (SF)</p> <p>September 17</p> <p>August 18 (SF)</p> <p>October 19 (SF)</p> <p>August 20 (SF)</p> <p>August 21 (CB)</p>	August 22 (HT)

		Educational Needs and Disability Code of Practice: 0 to 25 years,					
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Introduction

The Lioncare School is a small and specialist setting which takes great care to nurture a community that can successfully live and learn together. Central to this, and embodied in our bespoke therapeutic curriculum is a commitment to the inclusion of all children who can benefit from our group living and learning ethos given the limitations we have on available places in each year group over time.

The Lioncare School is committed to the three core aims of the 2010 Equality Act. These are;

- To eliminate unlawful discrimination, harassment and victimisation
- To advance equality of opportunity
- To foster good relationships

The main ways that this is achieved is by;

- Commitment to Anti-Discriminatory Practice as outlined in this policy
- The provision of a highly personalised curriculum designed to overcome previous barriers to learning
- A therapeutic community approach that allows space for all voices and views to be heard
- The inclusion of measurable targets for inclusion in the School Improvement plan

The school recognises that it has a duty to ensure that all groups of adults and children make progress and thrive and will take specific actions to promote the inclusion, development and well-being of :

- Boys and girls, men and women and anyone who identifies as other to these binary categories
- All minority ethnic groups and people of colour

- Children and families or adults with different religions or beliefs
- Children , adults and others with special educational needs
- Children , adults and others with a range of disabilities
- Children, adults or others who are, or who have been, Looked After in a range of settings.
- Children and adults who are heterosexual, gay or lesbian, bi- or asexual or who define their sexuality in ways other than these
- Children or adults undergoing gender reassignment
- Children or adults who are pregnant or have recently given birth
- Children and adults who fall on the spectrum of neurodiversity, whether or not they identify as having a disability
- Adults who are single, married, cohabiting, in civil partnerships or who have defined their relationship and/or family status in ways other than these
- People of all ages

A Child Centred Community

Central to the therapeutic education model practised at The Lioncare School is the belief that an individual child can only have damage from their earliest years addressed in a setting that allows for relatedness to others. Our practice is based on Psychosocial Theory, influenced by Group Relations thinking, informed by the work of Klein, Winnicott, Bion, Bowlby, and Hinshelwood amongst others. In this way, the model used at the Lioncare school resembles the Therapeutic Community Approach¹. The idea at the heart of the model is one of equality between people and of the capacity in each of us to help and heal each other and to contribute to other's development. It empathises the quality of communication between adults and children (and between the adults), and on the connections between the help provided to individuals and the overall task with the whole group. Therefore, the key areas we are constantly attempting to nurture in the children at The Lioncare School (and the adults working with them) is the ability to be honest, open and reliable with each other, and willing to find ways to communicate difficulties and problems more effectively and to begin to take responsibility for their own actions, decisions and lives. It is our firm belief that our therapeutic Curriculum based on the following five principles is a protective mechanism for

keeping our children and young people safe both in school and over their journey to interdependence.

Attachment: Children and young people attending the Lioncare School need to feel a healthy sense of belonging. They are encouraged to become full members of a group that values them and gives them something to value. This is a fundamental first step in the feeling of self-worth necessary for learning to begin and it also means that they will not accept being treated badly by others and will speak by themselves, trusting others to hear them. They will begin to accept that a reliable adult can hear about unpleasant experiences without blaming or rejecting the child. The low self-worth will contribute to risk taking behaviours online and a vulnerability to those who use the internet to exploit others. All adults should be aware that traumatized children are more vulnerable than their chronological peers.

Containment: safety is paramount for our children and young people. All children and young people have a need to experience an appropriate degree of consistency, predictability and regularity in their daily lives, and it is that promotes a child or young person's sense of being 'safe' and is a prerequisite for children and young people developing the ability to retain facts and skills (i.e. 'learning'). Our children and young people have often had limited experience of this. When the child recognises what feeling safe is like they can begin to identify those things that were and are not safe and begin to want to protect themselves in healthy ways. This includes children and young people understanding that adults will uphold all boundaries around online usage.

Communication: children at The Lioncare School need to see that openness is important in moving forward and that the adults can work honestly and respectfully with everything they need to communicate. In school this means teaching socially appropriate communication is more successful when adults show they can understand and manage less positive communication. Our children have often had early experiences that have deprived them of the knowledge of the wider world and of different communities and therefore online worlds can be enriching and reparative in these areas but all adults must be aware that children and young people need to be taught the conventions of online communication in order to stay safe.

Involvement: The children and young people attending The Lioncare School learn about 'growing up' by experiencing the interdependency of participation in individual and group learning. In school this means a number of different activities are planned each week to give new experiences at the right level for each child; these can be very small step achievements, but by finding value in them self-worth grows and the capacity to assert choice. Adults must stay attuned to when online activity is an enhancement to this or used by a young person to defend against involvement.

Agency: Agency can be defined as the acquiring of skills, actions, medium, or means by which to accomplish things. As children and young people move through the school they grow closer to taking control of their lives and learning post-16 and need to experience both success and failure to do so. This also means that as children and young people progress through school they are actively encouraged to take up roles and positions of increasing responsibility and authority through making and evaluating decisions. This means greater online autonomy can be planned for as young people reach the capacity to manage this and adults are clear on how they will be able to evaluate the success of any such steps.

We believe this ethos, in partnership with the robust procedures detailed below, informs and environment where children learn to keep themselves safe, demand safety from others and in which adults are attuned to how to work safely and how to spot the earliest possible indicators that things are not safe. Children learn to recognise and manage risks in different situations and then decide how to behave responsibly, judge what kind of contact is acceptable and unacceptable and recognise when pressure from others (including people they know) threatens their personal safety and wellbeing and develop effective ways of resisting pressure. These skills are meaningful online and in real life. From a position of security children can begin to show the key attributes through which they will thrive and make a positive contribution – resilience, tolerance, empathy, personal responsibility and a sense of efficacy and self-worth.

Acknowledgement is duly given to the work of Adrian Ward, Senior Lecturer in the department of social work at the Tavistock and Portman NHS Foundation Trust. 5

Haigh, R. (2013) "The quintessence of a therapeutic environment", *Therapeutic Communities: The International Journal of Therapeutic Communities*, Vol. 34 Iss: 1, pp.6 – 15

Our Curriculum is based on the following principles:

- All young people, whatever their start in life and however they challenge, defy and subvert expectations, deserve the joy of learning and opportunities for success.
- The capacity to learn from experience and, from this, work towards goals, strive for achievement and acknowledge success, is a pivotal positive factor in a healthy and productive adult life
- Learning also contributes to a rich and fulfilling life through our intrinsic development - self-belief, our joy in discovery and creativity, the enriched understanding of our world and, most of all, and the relationships that develop as part of the process
- For our children and young people the best route to such outcomes is to foster a skill set that engenders confidence, interest, enquiry, interdependence, reflection and resilience: knowledge will follow
- The abilities and needs of each child are unique and must lead the curriculum, not follow it.
- Living is learning and all adults who interact with our children contribute to their Curriculum 2020.

Community Local and Wider Communities	Community Global Communities	Belonging and Difference Making a contribution	Belonging and Difference Understanding Difference	Belonging and Difference Rights and responsibilities	Themes of diversity and difference are explored in our Project Curriculum Maps and each year and action plan to promote inclusion is formulated
I am aware of the main and unique features of my community and the people in it.	I am aware that I live in Great Britain and where it is in the world	I can contribute to my own plans, strategies and development and to those of the group	I understand how I am the same as others and how I am different	I know that everybody, including me, has the right to feel safe, cared for and listened to by those around them	It is a core strand of The Lioncare School's approach to Equality and Diversity that the Curriculum Map for each Project will include an explicit statement on how the work will contribute to the understanding of difference and the promotion of respect, tolerance and participation in the school and wider community.
I am aware of the patterns and routines	I can learn about the history, politics,	I can suggest and implement ideas about my part of the school	I can support others whether they are similar or different to	I know that everybody at school, including me, has the right to a	For Roald Dahl this will happen through young people:

of life in my community	culture and values of Great Britain	environment and about the school environment as a whole.	me	secure and challenging environment in which to work, try new things and be recognised for achievement	
I am aware of the unique features of my local community	I can learn about the history, politics, culture and values of other places and how they might be the same or different to Great Britain	I can take part in activities like discussions and votes that help adults know what I and others want in school	I can learn about my own cultural and ethnic background	I know how to raise concerns and make complaints if I am being harmed or discriminated against	Understanding that children in different global and local communities may have a different standard of living to that which our community may consider good enough
I can travel safely around my community	I can use a range of sources to find out what is going on around the world	I can suggest ideas that will support others	I can talk about my own and others cultural and ethnic background	I understand that other people can raise concerns and make complaints if they are being harmed or discriminated against, including when my behaviour may be part of this	Recognising that the decisions we make about our lifestyle may contribute to inequality
I can identify and use those things in the community that can give me enjoyment, satisfaction and support	I can think about how world events may affect me and the people I know	I can work with others to change and adapt my ideas and negotiate the best compromise	I can talk about culture and ethnicity with respect	I understand that my rights and responsibilities change over time and I can learn about this	Experience the views of those who make different lifestyle choices and show how to communicate

					tolerance of these differences
I can be aware of those parts of my community that may present a risk to myself and others	I can think about how the actions I take might affect others across the world	I can work with others to turn my ideas into reality	I understand the terms prejudice, discrimination, equality and diversity	I understand that the law gives me and others rights and responsibilities	Having opportunities to discuss how they as individuals and The Lioncare School as a community may want to take action around sustainable living
I can take actions, appropriate to my age, to manage risk to myself and others in the community	I can show identification with and empathy for others I may never meet, especially those of a similar age to me	I accept doing jobs in school is being part of school	I understand that the language I use about those I perceive as different to me can affect how others feel, and how they act towards me	I understand that some groups in society have additional rights and responsibilities and I understand how this may affect me	Being supported to enter conversations about who is “lucky” in life, the manifestations of envy and greed this can promote and an assessment of individual lives where material comfort may or may not be felt to offset emotional or social deprivation.
I am aware that what I do affects my community	I can show appropriate emotional reactions to world events	I do tasks around the school unprompted and without seeking rewards	I can work and play with others who may be different to me with tolerance and patience	I can find out about people who can support my rights and responsibilities in and out of school and make use of them well	We will think about what type of family life is “good-enough”, what constitutes healthy relationships between adults and children in different

					settings, and what makes a good friend; we will look at how friends don't have to
I am aware that what others do in the community affects me	I can participate in activities that contribute to global communities	I can take a named role in the group, such as senior student	I can think about gender roles and identity and explore these respectfully through work and play	I can feel comfortable showing my vulnerability and accept others doing so	This will start a discussion about dyslexia, and other neuro-diverse learning conditions that will extend throughout the year and be the focus of our S.T.E.M project, How the Mind Works
I can recognise when I need to take action to put right with others in the community		I can take on the responsibilities of a named role in the group, such as senior student	I can think about sexual identity and preference and explore this respectfully through work and play	I can assertively challenge and ask questions about decisions made by others	
I can take steps to make my actions positive and put right things that go wrong		I can make a contribution in and out of school	I can think about ability and disability and bodily difference and explore this respectfully through work and play	I can accept others assertively challenging my decisions	
			I can take actions to plan for the inclusion of others in activities I	I can accept others asking questions about decisions I have made	

			can challenge people who do not show a good understanding of tolerance and inclusion		
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Anti-Discriminatory Practice Policy

The Lioncare School is committed to achieving equality of opportunity in both the service it provides and the employment of its adults, and expects all employees to promote this policy in their work. In order to achieve equal opportunity and anti-discriminatory practice at The Lioncare School, the following guidance has been formed and is actively promoted.

- Adults must not negatively discriminate in their treatment and interactions with other adults and the children in our care on the grounds of race, age, religion, socioeconomic status, gender, sexuality, HIV/AIDS status, disability or disfigurement. Neither should they simply treat children that relate to any of the above in the same way as anyone else, as this means that their specific needs are not being met in an appropriate and sensitive way. Rather, adults should ensure that positive action is taken to combat discrimination for all children, and that their individual needs are attended to in an appropriate and sensitive manner. This includes adults being proactive in seeking an understanding of religious and cultural preferences so that appropriate choices of food, manner of eating and dress are observed. The relevant religious days and festivals should be known about and observed in an appropriate way.
- Racial, religious or sexual harassment by adults or children learning at The Lioncare School is not tolerated. If observed, or suffered, the instances should be brought to the attention of a member of the management team and appropriate action will be taken immediately. There is capacity for incidents of bullying involving harassment, prejudice and discrimination to be specifically tracked on our Management Information System, Behaviour Watch. A restorative approach, over time, is felt to be more meaningful and transformative than exclusion or sanction unless the risk of harm outweighs the potential for work over time.
- The maintenance and development of cultural identities of the child in our care is viewed as being crucial to their overall development. Therefore, it is up to all adults to promote the cultural identities of each child in an integrated and positive manner, and where possible create the conditions that allow this to occur. This includes working with other agencies when necessary.
- Swearing by anyone is not tolerated.
- Explicit racist or sexist comments and behaviour are not tolerated. Any such anti-social behaviour will be challenged and dealt with meaningfully. The same applies to graffiti of an offending nature, which will be removed as soon as possible.
- Pornographic and sexist literature and media are banned from The Lioncare School. Any such material bought into The Lioncare School will be removed and destroyed. There is an exception to this when the materials are being used for curriculum purposes-in such cases the materials,

the plan for how they will be used and with whom must be discussed with the head teacher in advance. However, when adults have dealings with children concerning this issue, it is dealt with in a firm but sensitive manner.

- No child will be excluded from The Lioncare School due to disability. However, the structural limitations of the building must be taken into account by the referrer.
- Adults must promote an awareness and understanding of issues relating to race, culture, religious belief, socioeconomic status, gender, sexuality, disability and disfigurement to the children learning at The Lioncare School
- All efforts will be made to facilitate visits by relatives or friends of children in our care who have a disability.

The leadership team of The Lioncare Group wish to point out that adults and children are positively encouraged to bring forward views and ideas for promoting equality and diversity, equal opportunities and anti-discriminatory practice. These are given an understanding and positive response.

Appendix

Measures planned for 2021-2022

All measures undertaken by The Lioncare Group in the light of the Legislation's requirements that measures are productive and proportionate (Equality Act 2010)

The Physical Environment

Action 2020-2021

It is the strategic aim of the Lioncare Group to purchase a new building that has greater potential for fuller accessibility, especially to enhance the positive engagement of our most vulnerable young people across all key stages. We aim to find an additional school site that retains the homely and contained feel of the current building but provides for outdoor play, the development of a full 14-19 curriculum and wider creativity in meeting the sensory and physical needs of our learners.

Outcome 2020-2021

Due to the global pandemic this was unable to move forward.

Action 2021-2022

This remains our strategic aim for 2021-2022.

Action 2020-2021

We need to continue to improve sensory provision in school, including low stimulus areas. We need to build on work with Consultant OTs and our EP on better sensory awareness across teams. The Head Teacher will check OT reports are reflected in the provision described on our Live Monitoring Forms. Our SLSA will continue to build a sensory policy and individual sensory diets that enhance the daily learning experience of each child. Over 2020-21 this will be enhanced by a programme of training from our Educational Psychologist on the cognitive impact of trauma.

Outcome 2020-2021

Live Monitoring Forms reflect provision and outcomes.

The Educational Psychologist led a whole school INSET and individual class sessions to further develop adults skillset.

Action 2021-2022

Teacher sessions with the Educational Psychologist will occur on further INSET days enhancing adult skills on the cognitive impact of trauma and ensuring that theory is embedded in practice in every classroom.

Action 2020-2021

We will improve our ICT provision for each key stage to allow greater access to a range of teaching, learning and assessment tools.

Outcome 2020-2021

All children were provided with Kindles, each classroom has their own laptops and a tablet has been provided for pastoral use ensuring children have greater access to ICT.

Curriculum

Action 2020-2021

We will continue to use both our planned Curriculum Maps and our habitual use of opportunity led work to help our children understand the world they live in. This is embedded in C2020 and it is our view that the contemporary world offers a particular sense of instability and therefore anxiety. It is essential that in 2020-2021 Children are taught knowledge and skills to thrive in contemporary Britain, especially fostering an awareness of and tolerance towards different groups in society. Children are kept safe from the risk of radicalisation by additional staff training in the risks presented by Right Wing groups.

Outcome 2020-2021

All adults received training from Will Robey, PREVENT Education Officer. Additionally, all adults have completed online training.

Children have completed Black Lives Matters courses and courses on diversity through an online training hub.

Action 2021-2022

Children will access further learning through the use of Training Hub which allows for reflection on learning before completing courses.

Training Hub courses will be linked to themes occurring within the school to raise awareness and tolerance across different groups in society.

Action 2020-2021

Over the 2020 Autumn terms there will be an explicit and open discussion of racism and the involvement of community groups (Sussex Police, KidScope, Cric Crac) and this is planned in response to some negative learned behaviours in our current cohort. There will be a focus on Black History Month in October and the theme of celebrations will be used to explore how British lives and customs have been influenced by immigration.

Outcome 2020-2021

Sussex Police joined a community meeting and shared discussion with the school community regarding racism. In addition, they worked in Caterpillar classroom with the children, using resources and film to enhance understanding. Sussex Police have also joint worked across the organisation linking home and school enabling children to see this is not just a school related matter. This occurred in the later part of the academic year due to the global pandemic).

Children celebrated Black History Month and completed on line training.

Action 2021-2022

There will be a focus on the curriculum promoting role models that children can positively identify with, who reflect and continue to broaden the adults and children's thinking in terms of race, gender and disability.

Continued with Sussex Police to occur to build on the work started in the last term of 2020-2021.

Increase opportunities for visitors from different cultures and faiths to join community meetings and community lunches. Enhance provision of cultural celebrations throughout the year to increase children's awareness and promote understanding of different communities.

Action 2020-2021

We need to build on our achievements in 2018/19 of gaining Rainbow Flag Status by embedding the child's voice into the work done on LGBTQA awareness-this needs to be approached sensitively as our cohort changes . For 2020 we have appointed two LSAs as responsible for the appropriate promotion of diversity in shared areas of the school

Outcome 2020-2021

Both LSA's appointed shared knowledge and a reality to LGBTQIA+ across the school community. Pride month was celebrated in a number of ways.

Children have completed on line training and been able to share their knowledge in community meetings. Both LSA's have moved on to other positions.

Action 2021-2022

Rainbow Flag status will be revisited with the current school community.

LSA recruitment will consider roles required including adults able to appropriately promote diversity across the school.

Action 2020-2021

A new area of focus for the coming year is to ensure that new resources for our Relationships, Sex and Health Education provision are inclusive and sensitive to the backgrounds of our children

Outcome 2020-2021

Resources have been aimed at all levels for all children including the use of Training Hub to support their learning.

Action 2021 – 2022

Joint planning with residential homes and school will determine which setting is delivering which aspects of the RSHE curriculum.
RSHE curriculum based around emerging needs of individual children.

Information

Action 2020-2021

As the school now takes a growing number of day placements from children in a range of family settings we need to take steps to ensure all communications with parents are accessible and not simply copies of the information provided to professionals. This is an essential task for the school's new pastoral Team

Outcome 2020-2021

Communication has occurred in a number of forms with external children's parents including telephone conversations, Teams meetings, home visits and development of child friendly reporting which is accessible for parents too.

Action 2021-2022

Reporting in handovers needs to be clearer with a distinct congruence between handovers, incidents and accidents.