



# Equality Objectives – West Suffolk Hospital School

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The following objectives add to our Raedwald Trust policy and practice. Please refer to our Raedwald Trust Equality, Diversity & Inclusion Policy for a full explanation of our commitment.

### Equality objective 1: Provide an environment that welcomes, protects and respects diverse people.

#### Why we have chosen this objective:

Raedwald have chosen this objective for key reasons:

**Diverse Student Population:** Hospital schools often serve a wide range of students with varying backgrounds, abilities, and needs. These may include students from different ethnicities, socioeconomic statuses, religions, and cultures, as well as those with physical or mental health challenges. By ensuring that the environment is welcoming and respectful, the school can create a space where all students feel valued, regardless of their individual circumstances.

**Supportive and Inclusive Learning:** Hospital schools aim to provide an educational experience that supports the emotional, social, and academic needs of students who are often facing serious health challenges. This environment needs to be one where students can thrive and feel comfortable, knowing they are accepted and supported by staff, peers, and the community. Promoting respect for diversity ensures that students feel emotionally safe and are more likely to engage in their education, which is vital for their recovery and development.

**Protection and Safeguarding:** Ensuring that the environment is protective and respectful of all individuals helps to safeguard students who might be vulnerable due to their health conditions. It reinforces the importance of creating a safe space free from discrimination, bullying, or harassment, which is especially important for students who may already be experiencing physical or emotional difficulties.

**Promoting Equality and Fairness:** The objective underscores the importance of equality in all aspects of the hospital school experience. Given the challenges faced by students, fostering an inclusive culture helps to prevent marginalization and ensures that all students have equal opportunities to access education, regardless of their background or health status.

**Building Community and Connection:** In a hospital school setting, students may come from different geographical areas and face temporary or long-term medical conditions. Creating an environment that celebrates diversity helps build a strong sense of community, where students and staff can connect, share experiences, and learn from one another, even if they come from different walks of life. This sense of belonging and support is crucial for their social and emotional well-being.

By focusing on creating an environment that welcomes, protects, and respects diversity, a hospital school ensures that it meets the unique needs of all its students, promotes their well-being, and upholds principles of fairness and inclusion, which is fundamental to their success and healing.

#### To achieve this objective, we plan to:

At the Raedwald Trust, we are committed to promoting tolerance, friendship, and understanding of diverse religions and cultures throughout our curriculum. British Values are integrated into all pupils' learning experiences across subjects, including Personal, Social and Health Education (PSHE) and Religious Education (RE), ensuring that students are exposed to a broad range of perspectives and are encouraged to embrace diversity.

As a school, we actively promote attitudes and values that challenge racist, discriminatory, or prejudiced behaviour. We adhere to professional standards, follow the Raedwald Academy Trust policies and procedures, and comply with supporting statutory documents to ensure all pupils are treated with fairness and respect.

We collaborate closely with families, home schools, professional agencies, seeking specialist support, advice, and guidance, when necessary, to ensure that every pupil receives the appropriate care and support for their needs.

Where appropriate, we engage with our wider professionals within the hospital environment, such as chaplains etc to provide additional support, particularly in addressing any issues related to safety or wellbeing.

We provide staff with opportunities and space to discuss equality issues, reflecting on social stereotypes, expectations, and their impact on both learning and student experience. These discussions enable us to continually improve our practice and ensure an inclusive and supportive environment for all students.

We actively challenge any behaviour that differentiates, degrades, or isolates an individual or group due to race, religion, language, or culture. This commitment ensures that all pupils feel safe, valued, and included in the school community.

Our school environment is welcoming and inclusive, reflecting the diverse communities we serve. It is designed to be a safe space for open communication, where pupils, staff, and visitors feel comfortable expressing themselves and engaging in meaningful dialogue.

The culture of inclusivity is evident in the displays, support posters, and other resources present throughout our classrooms and hospital spaces. These visual reminders reinforce our commitment to creating a supportive, respectful, and diverse environment where all pupils can thrive.

#### **Progress we are making towards achieving this objective:**

At the Raedwald Trust, we are committed to ensuring that all pupils, despite their adverse medical needs, can engage meaningfully with their education. We aim to provide access to an engaging and relevant curriculum that promotes success and fosters a sense of pride in learning, even in challenging circumstances.

We recognise the unique challenges pupils face in a hospital environment, and as such, we are dedicated to providing a curriculum that meets their specific needs. Our educational offerings are designed to be flexible and adaptable, ensuring that all pupils, regardless of their medical circumstances, can continue their education in a meaningful way.

Wherever possible, we ensure that pupils access their Home School curriculum through online resources, virtual technologies, or through liaison with Home School teachers. This demands a flexible and adaptable approach to teaching and learning, supported by collaboration with the pupil's home school. This includes tailoring the curriculum to allow access to core subjects, as well as offering opportunities for personal growth and skill development.

The school environment is intentionally designed to be welcoming and inclusive, with staff serving as positive role models. We focus on promoting social skills, respect for others, and the development of healthy, positive relationships, ensuring that pupils feel a sense of belonging and community. Every effort is made to support pupils in feeling safe and valued, which is crucial to their well-being and learning success.

For siblings of a child admitted to the hospital who are unable to attend their normal school, we liaise with the appropriate educational providers to arrange bespoke educational support. Teachers may need to prioritize pupils based on their clinical needs, but priority is always given to children who are Electively Home Educated (EHE), out of school roll, or have multi-disciplinary safeguarding concerns.

Through these approaches, we aim to ensure that every pupil continues their educational journey with dignity, support, and opportunities for personal and academic growth, regardless of their medical situation.

## **Equality objective 2: Raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.**

### **Why we have chosen this objective:**

It is essential that all staff uphold the highest level of professionalism in their roles, consistently promoting fairness, equality, and respect within the workplace. All decisions and actions should align with the Raedwald Trust Equality, Diversity & Inclusion Policy, ensuring that every individual is treated with dignity and respect.

Staff are expected to act as positive role models, embodying the core values of our Staff Charter. Our mission is to create a culture of success through a journey of learning without exception. We are committed to delivering a safe and supportive educational experience that encourages the development of skills and beliefs necessary to build resilience.

By nurturing positive, respectful, and purposeful connections with children, their families, schools, and other professionals, staff will empower pupils to contribute to society with freedom, choice, and dignity. Staff must actively recognize and respect individual differences, fostering positive attitudes and relationships that promote a shared sense of cohesion and belonging. Through these efforts, we ensure that everyone within the community feels valued, included, and supported, enabling them to thrive and reach their full potential.

### **To achieve this objective, we plan to:**

- Create a culture at Raedwald Trust sites in which equality is consistently upheld by ensuring good communication of information sharing
- Ensure a thorough and appropriate recruitment system is in place at Raedwald Trust sites.
- Provide staff with opportunities for CPD that are linked to staff performance management procedures.
- Identify and organise appropriate training for staff in relation to the context of their role and ensure all staff have completed a full induction into the Trust.
- Ensure all staff have read and are familiar with the Raedwald Trust Equality, Diversity & Inclusion Policy.
- Undertake regular staff briefings and meetings discussing equality of opportunity, fairness and inclusion. Input at briefings from DSL/DDSL/SENCO.
- Analyse and review incidents, safeguarding occurrences, attendance and implement interventions to reduce negative staff or pupil experiences by spotting individual or group trends/needs and responding in a timely manner.
- Involve and inform stakeholders to try to ensure that help is offered fairly, consistently and in a timely manner.
- Staff and governors are reminded of their responsibilities under the Equality Act, for example during meetings.
- Promote and adhere to the Raedwald Trust Staff Charter – upholding our values of Resilience; Learning without exception; Respect; and Connection. Link these into daily practice.
- Termly well-being meetings for all staff with their line manager
- Provide all stakeholders access to relevant Academy Trust policies including the Equality Plan and ensure that staff are aware of any statutory and local updates to practice or policy as they occur

### **Progress we are making towards achieving this objective:**

The Raedwald Trust actively advocates and seeks staff that value fairness and equality, conduct themselves in ways that foster good relationships among diverse groups. Through our efforts, contribute to creating an inclusive environment where everyone feels valued and respected. This starts with a robust recruitment process and incorporates the following in their role:

- A comprehensive induction programme in place for all new staff. This being a combination of trust level information as well as site specific and relating to the role.
- Newly appointed staff complete Safeguarding and Positive Handling/De-escalation training and Equality, Diversity, Inclusion training.

- All staff received a full Health and Safety, Staff Code of Conduct, and GDPR briefings at the start of the academic year.
- All staff receive a daily am and pm briefing which incorporates discussion on highlighted issues and topics related to any discrimination, harassment and bullying.
- All Academy Trust policies and procedures are available and accessible to staff and contain up to date information related to the Equality, Diversity & Inclusion Policy and linked procedures.
- Provide staff with opportunities for CPD that are linked to staff performance management procedures.
- Identify and organise appropriate training for staff in relation to the context of their role and ensure all staff have completed a full induction into the Trust.
- Implementation of RT Staff Charter and linking this into daily practice
- Undertake regular staff briefings and meetings discussing equality of opportunity, fairness and inclusion.
- Daily input at briefings from DSL/DDSL/SENCO
- Termly well-being meetings for all staff with their line manager
- Provide all stakeholders access to relevant Academy Trust policies including the Equality Plan and ensure that staff are aware of any statutory and local updates to practice or policy as they occur.

### Equality objective 3: Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures

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**Building Community and Connection:** In a hospital school setting, students may come from different geographical areas and face temporary or long-term medical conditions. Creating an environment that celebrates diversity helps build a strong sense of community, where students and staff can connect, share experiences, and learn from one another, even if they come from different walks of life. This sense of belonging and support is crucial for their social and emotional well-being.

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**To achieve this objective, we plan to:**

Create a curriculum that not only encourages pupils to appreciate and understand their own cultural identity but also celebrates the rich diversity of cultures within our wider community. By incorporating cultural events, diverse literature, and relevant discussions into our teaching, we help pupils develop a well-rounded, inclusive perspective that values all cultures.

**Linking Cultural Events through Festivals and National Days:**

Our curriculum is designed to weave cultural events and national days into the learning experience, providing pupils with the opportunity to explore and understand important cultural milestones. For example, the celebration of Black History Month, Rosa Parks Day, and Martin Luther King Jr. Day not only educates pupils on significant historical figures and movements but also encourages reflection on the ongoing relevance of social justice, equality, and civil rights. These events enable pupils to engage with important cultural and historical issues, deepening their awareness of the contributions of various communities.

**Literature Spine with Diverse Texts:**

Our literature spine includes a wide range of texts and reading materials from diverse cultures, allowing pupils to engage with different perspectives and experiences. By reading literature from authors of various backgrounds, pupils develop empathy and a broader understanding of the world, which enhances their appreciation for cultural differences. These texts also provide an opportunity to explore cultural themes, historical contexts, and the impact of diversity on society.

**Opportunities for Discussions on Current Issues and Debates:**

We encourage open discussions and debates on current issues related to culture, identity, and social justice. This is facilitated through various subjects, such as PSHE and RE. Pupils are given the space to express their thoughts, share experiences, and engage in critical thinking around topics like racism, gender equality, rights, and more. These discussions are an essential part of promoting tolerance, respect, and an understanding of the complexity of contemporary society.

**Celebrating Role Models from Different Cultures:**

As part of our commitment to diversity, we ensure that our pupils learn about and celebrate role models from a variety of cultural backgrounds. Whether through historical figures, modern activists, or everyday heroes, we highlight the achievements of individuals who have made significant contributions to society. This helps pupils recognize the value of diversity and inspires them to embrace their own potential, regardless of their background or identity.

By incorporating these elements into our curriculum, we ensure that pupils not only appreciate their own culture but also gain a deeper understanding of the diverse cultures that enrich our society. This approach fosters respect, inclusivity, and a sense of belonging for all students, enabling them to grow into informed, empathetic global citizens.

**Progress we are making towards achieving this objective:**

Staff are currently mapping opportunities for these into the hospital curriculum to support the objective.