



Provision for pupils with particular religious, dietary, language or cultural needs

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1. Aims:

All students are of equal value.

We see all students and potential learners, and their parents and carers, are of equal value:

- Whether or not they have a disability
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.
- Whatever their language or dietary needs are.

We recognise and respect difference.

Treating individuals equally this does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must take account differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Treating people equally
- Disability, so that reasonable adjustments and differentiations are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- language and dietary needs
- Gender, ensuring the different needs and experiences of girls and boys, and men and women are recognised
- Religion, belief or faith background
- Sexual identity.

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disability
- Positive interaction, good relations between groups and communities different from each other in terms of ethnicity, culture,
- Religious affiliation, national origin, language and dietary needs and an absence of
Prejudice-related bullying and incidents
- Mutual respect and good relations regardless of gender

We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Regardless of disability
- Ethnicity, culture, dietary needs, religious affiliation, national origin or National status
- Gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

We aim to reduce and remove inequalities and barriers that may already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled individuals
- Individuals of different ethnic, cultural and religious backgrounds and dietary needs
- Girls and boys, women and men.

2. Introduction:

Shenstone Lodge is a school for Young People with Social, Emotional and Mental Health needs.

- It is our common practice to reflect the range of differences that exist within society and to provide learning opportunities and experiences to demonstrate equality, diversity and inclusion for all.
- The provision is made to cater for religious and cultural diversity amongst the school population and the school will provide sensitive support to ensure that equality and inclusion takes place.

3. Legislation & guidance:

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and ensure good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of individuals with Disabilities, and the Human Rights Act 1998.

4. Religion:

- Assemblies are held weekly to share themes or aspects of life that are of worth, be they celebratory, religious, spiritual or reflecting the diversity of other faiths and cultures.
- The religion / culture of each individual pupil, is identified on their Individual Care Plan and associated needs and preferences are respected, recorded and acted upon accordingly.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

5. Dietary:

When a Young Person arrives at Shenstone Lodge and also the residential provision their dietary needs are established and recorded within their Individual Care Plans.

- Healthy eating is encouraged and pupils are offered a choice of meals which include vegetarian, Vegan and other options.
- Specific dietary needs for individuals with diabetes, allergies and cultural requirements are met.

6. Language and Cultural:

- Language and cultural diversity is celebrated throughout the school and residential provision with a range of themed activities, meals and celebrations.
- Activities are differentiated to follow the individual learning needs of the pupils.

7. Roles and responsibilities:

- The governing body is responsible for ensuring that the school complies with this policy and its related procedures and action plans are implemented.

- The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curriculum and lessons that reflect diversity a, inclusion and equality.
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

8. Staff development and training:

- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups and class teams.

9. Monitoring and review:

This policy is monitored, reviewed and renewed every 2 years.