



WESTERFIELD COLLEGE

LEARNING AND ENRICHMENT CENTRE

Discover. Lead. Excel.

Document Reference No	WC36
Document Title	Equality, Diversity and Inclusion Policy
Version	Version 1.1 (Final Integration)
Status	Draft
Reviewing Member of Staff	Centre Manager
Review Date	June 15, 2026
Review Cycle	Annually

Provisionally accredited by



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IMPACT THE CHILD... IMPACT THE WORLD.

1. Introduction & Core Ethos

Westerfield College Learning and Enrichment Centre is committed to providing a safe, inclusive, and supportive learning environment that promotes academic excellence, personal growth, and social responsibility. We firmly believe that a diverse community is a rich community, and we are dedicated to creating an environment where every individual feels valued, respected, and empowered to reach their full potential.

Given the short-term, intensive nature of our enrichment programmes (typically lasting 1 to 2 weeks), we welcome a highly diverse, international cohort of students. In alignment with top-tier independent school frameworks, this policy ensures that equality, diversity, and inclusion are integrated into every aspect of our short courses. We do not tolerate any form of discrimination, harassment, or victimisation. Our goal is to foster an atmosphere of mutual respect, where cultural differences are celebrated and all students—regardless of background—experience a profound sense of belonging.

This policy is one of a series of interconnected institutional policies that, taken together, are designed to form a comprehensive statement of the Westerfield College Learning and Enrichment Centre's aspiration to provide an outstanding education for each of its students, alongside the explicit mechanisms and procedures in place to achieve this. Accordingly, this document must be read in conjunction with overarching frameworks covering Equality and Diversity, Health and Safety, and Safeguarding and Child Protection.

All of these frameworks have been written, not simply to meet statutory and other regulatory requirements, but to enable and evidence the practical work that the entire centre community is undertaking to ensure the implementation of its core values. All outcomes generated by this document must take account of and actively seek to contribute to safeguarding and promoting the welfare of children and young people at Westerfield College Learning and Enrichment Centre. While this current policy document may be referred to elsewhere in centre documentation, including particulars of employment, it is strictly non-contractual.

2. Governance, Compliance & Professional Assurance

To ensure absolute regulatory compliance, protect student welfare, and implement industry best practices, Westerfield College Learning and Enrichment Centre contracts the services of or aligns its procedures with certified third-party organisations and external advisory bodies

for:

HR and Employment Law guidance.

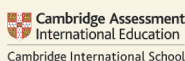
Health and Safety compliance, including physical accessibility audits under the Equality Act 2010.

Disclosure and Barring Service (DBS) check processing.

Mandatory Anti-Bias, Equality, Diversity, and Inclusion (EDI), and Safeguarding training for staff.

Data Protection and GDPR guidance to ensure the secure handling of sensitive characteristic data.

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3. Definition of Terms

To ensure absolute operational consistency across all inclusion workflows and investigations, the following definitions apply:

Protected Characteristics: In accordance with the UK Equality Act 2010, these include age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex, and sexual orientation.

Direct Discrimination: Treating an individual less favourably than others because of a protected characteristic.

Indirect Discrimination: Applying a provision, criterion, or practice that disadvantages individuals with a protected characteristic without objective justification.

Harassment: Unwanted conduct related to a protected characteristic that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.

Employee / Staff: Refers to any individual who is classified as an employee, worker, volunteer, or contractor working with and on behalf of Westerfield College Learning and Enrichment Centre.

Parent / Guardian: In alignment with Section 576 of the Education Act 1996 and updated Department for Education (DfE) statutory guidance, a 'parent' in relation to a child or young person is defined broadly to guarantee all legal caretakers are involved in inclusion support and reporting tracking workflows. This includes biological parents, individuals with formal legal parental responsibility, or anyone who has day-to-day care of the child.

4. Inclusive Delivery and Structural Adjustments

4.1 Academic and Co-Curricular Accessibility

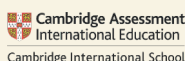
To manage the rapid timelines of short-course delivery, the centre implements a proactive accessibility model inspired by leading independent school practices:

Learning Materials: Pathway Leaders and Tutors must ensure learning resources reflect diverse perspectives and are accessible to students with various educational needs, including neurodiverse learners.

On-Site Inclusivity: Communal areas, teaching spaces, and residential sectors are regularly audited to ensure physical accessibility and an inclusive environment for all participants.

Dietary and Religious Accommodations: The centre actively coordinates with residential and catering providers to accommodate religious practices, prayer requirements, and specific dietary needs (e.g., Halal, Kosher, or allergen-safe options).

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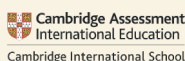
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4.2 Inclusive Language and Culture

Pronoun and Identity Respect: In alignment with a compassionate duty of care, staff and students are expected to respect individual names, gender identities, and personal pronouns.

Cultural Exchange: Induction sessions actively frame cultural diversity as an academic asset, encouraging international and domestic students to engage in collaborative, respectful peer dialogue.

5. Proactive Reporting and Rapid Bias Intervention

Discriminatory Incident Observed -> Immediate Escalation to Centre Manager -> Rapid Investigation and Restorative Review -> Implementation of Support and Sanctions

5.1 Early Identification of Exclusion

Staff are trained to notice subtle social indicators that may point to underlying discrimination, bullying, or cultural isolation. Staff must act swiftly if a student exhibits:

Sudden exclusion from specific national, linguistic, or cultural peer groups.

A drop in class participation or unexpected absence patterns linked to group work (policy WC29).

Observable distress or withdrawal following specific discussions or peer interactions.

Use of derogatory jokes, language, or micro-aggressions in residential or recreational settings.

5.2 Accelerated Intervention Protocol

Incident Logging: Any incident of discrimination, harassment, or exclusionary behavior must be logged in the centre's secure tracking system within 2 hours of discovery.

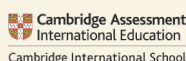
Safe-Space Listening: The Centre Manager or a senior staff member will meet privately with the affected student to ensure their safety and offer emotional support.

Restorative Review & Action: Within 24 hours, the Centre Manager will complete an internal review. If a breach of the Student Code of Conduct (policy WC28) is verified, appropriate educational or disciplinary measures will be enforced, and parents/agents will be notified.

6. Serious Breaches, Sanctions and Appeals

Severe or persistent acts of discrimination, racism, homophobia, transphobia, or religious persecution are considered gross misconduct and will be treated with a zero-tolerance approach under policy WC30.

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6.1 Fast-Track Disciplinary Sanctions

Level 4 Behavior Contract: For moderate breaches involving insensitive or biased behavior, the student will be placed on an immediate behavioral contract and undergo mandatory restorative reflection.

Level 5 Permanent Exclusion and Repatriation: Triggered immediately for severe harassment, targeted hate speech, or physical intimidation. The student will face immediate removal from the programme and repatriation.

6.2 Financial Accountability and Legal Reporting

Travel Costs: If a student is permanently excluded and repatriated for a severe discrimination breach, all short-notice travel arrangements, transport logistics, and staff escort costs are the sole financial responsibility of the parents or legal guardians.

Visa Implications: For international students holding a visa, an inclusion-related exclusion results in an immediate cessation of study. The Centre Manager will report this change to the Home Office within the statutory timeline, leading to the cancellation of their student visa.

7. Fast-Track Inclusion Appeals Mechanism

7.1 Right to Review

If parents, guardians, or educational agents dispute a sanction or exclusion issued under this policy, they have an absolute right to an accelerated appeal.

Submission Timeline: The appeal must be submitted in writing via email to the CEO, Michael Dosunmu, within 48 hours of receiving the written sanction notice.

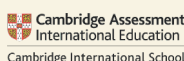
Safety and Continuous Operations: To safeguard the inclusive nature and emotional security of the student community, an appeal will not delay a scheduled repatriation flight. The student will travel as planned while the case review is under way.

7.2 Panel Resolution

The CEO, Michael Dosunmu, will convene an emergency Inclusion Appeal Panel consisting of himself and at least one independent senior educational professional detached from the original incident.

Final Outcome: The panel will review all logs, witness testimonies, and mitigating information. The CEO will issue a final, binding decision in writing within 3 working days. If the appeal is upheld post-departure, proportional financial remediation or fee adjustments will be arranged.

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8. Policy Review & Version History

8.1 Policy Review

To preserve absolute alignment with both statutory regulations and internal administrative shifts, this policy is subject to a formal, rigorous review cycle annually by the Centre Manager. If internal restructuring, legislative changes, or independent inspection assessments necessitate an earlier update, the review window will be moved forward accordingly.

8.2 Version History

The table below tracks the complete evolution of this policy document:

No: 1

Revised on: 30th November 2024

Version: Version 1.0

Changes: Initial baseline formulation for equality, diversity, and general campus inclusion values.

Approved by: Academic Board

Date of Approval: 30th November 2024

Revised by: Policy Lead

No: 2

Revised on: 15th June 2026

Version: Version 1.1

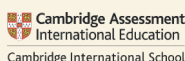
Changes: Comprehensive upgrade integrating the UK Equality Act 2010 protected characteristics, fast-tracked 24-hour bias intervention procedures, structural dietary and religious accommodation workflows, parental financial repatriation clauses for serious discriminatory behavior, and emergency appeal tracks under the authority of the CEO, Michael Dosunmu, and the Centre Manager.

Approved by: Centre Manager

Date of Approval: 15th June 2026

Revised by: Senior Registry Officer

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