



Stanmore House School

Equality & Diversity Strategy

2017-2021

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Foreword

The Equality Act 2010 gives employers and businesses greater clarity about their responsibilities and sets out a clear expectation that public services must treat everyone with dignity and respect.

Capability Scotland and its Schools share a long history of commitment to dignity and respect and of careful consideration as to how best to ensure our visions and aims become reality. Capability Scotland's Stanmore House School is committed to a culture that respects difference. We believe as a third sector organisation, we can play our part in promoting equality and diversity. We recognise that equality of access to education is crucial in unlocking many significant opportunities in life, and we are very much aware of our responsibility to uphold both equality in learning and the credibility of the Grant Aided Special Schools Additional Support Needs Division of the Scottish Government's Schools Directorate.

The Public Sector Equality Duty replaces the Race, Disability and Gender Equality Duties and is supported by the specific duties contained in the Equality Act 2010 Specific Duties Regulations 2012

Stanmore House School's Equality Strategy 2017 – 2021 explains our commitment and actions to meet and go beyond our statutory obligations. It articulates the equality outcomes that all Scottish public bodies were challenged to develop by the specific duties published in May 2012. It explains how we will develop these and how we will monitor our progress. We aim to ensure that our Equality Strategy is driven by consideration of the diverse needs of the individuals served by Capability Scotland's Stanmore House School.

Karen Graham
Interim Head of Care and Education
Stanmore House School

Context

Stanmore House School is one of Scotland's Grant Aided Special Schools (GASS) receiving a substantial proportion of funding from the Additional Support Needs Division of the Scottish Government's Schools Directorate. Stanmore House School is operated by Capability Scotland.

Stanmore House School was established to provide education and support for children and young people age between 5-18 years, affected by disorders of movement or coordination, including reductions in communication, caused by cerebral palsy or other related conditions. As a national and government-funded organisation, our school is required to meet the needs of disabled children and young people from throughout Scotland.

The independent nature of the school means that it operates out with local authority educational and NHS structures and is solely responsible for the delivery of all its educational, therapeutic and other responsibilities using progressive educational methods. However, the school addresses the educational needs of children and young people in the same framework as all other Scottish children eligible for school provision and through the multi-disciplinary team mentioned above.

Further information can be found on Capability Scotland's website www.capability-scotland.org.uk/services-schools/schools.

Stanmore House School's Vision and Mission Statement

"We strive to build a learning community which enables every pupil to access the appropriate curriculum; to be included in educational opportunities through our holistic approaches to education, therapy, medical support and care".

- To enable pupils to achieve their potential through access to a broad, balanced, relevant and differentiated 24-hour curriculum combining educational and therapeutic approaches.
- To support pupils in becoming successful learners, effective contributors, responsible citizens and confident individuals.
- To promote social inclusion through educational programmes, our partnership with other agencies and involvement in our local community.
- To positively work in partnership with our pupils' families, carers and all other relevant agencies to ensure pupil wellbeing.
- To operate a holistic approach and encourage collaborative working practice across staff teams.
- To offer appropriate opportunities for all staff to continue to develop their professional knowledge, skills and experience.
- To respect and value individual rights and aspirations and promote a sense of fairness and equality.

The Curriculum of the school reflects these aims and current thinking and practice in:

- the education of pupils who have cerebral palsy and other significant needs
- education standards in mainstream schools
- the provision of an alternative highly structured and differentiated curriculum

The school moto is: “**HEART**”

Hard working
Enthusiastic
Achieving
Respect
Team work

What we want to achieve in Equality

Stanmore House School is committed to equality and to making it an integral part of the life of the school and the service it delivers to the children and young people who attend. Our Equality Strategy 2017 – 2021 explains our commitment to meet, and go beyond, our statutory obligations. It presents Stanmore House School’s equality outcomes and explains how we will develop these, and how we will monitor our progress.

This mainstreaming report is a description of the implementation of the Public Sector Equality Duty which is a legal requirement under the Equality Act 2010 which covers the period from 2017 – 2021. The report will focus on the actions Stanmore House School will commit to, to ensure that equality is embedded in our work within the provision of the General Duties. It focuses on the progress towards the equality specific duties of the Equality Outcomes for particular protected characteristics.

Mainstreaming equality is the systematic integration of equality perspectives into our everyday work and aims to ensure that regard is paid to the needs and experiences of people with protected characteristics, make sharing and use of information more transparent, address under-representation of specific groups and address any structures that contribute to inequality or discrimination.

Stanmore House School’s Equality Outcomes 2017 - 2021

Stanmore House School’s equality outcomes are statements of the results we aim to achieve in promoting equality, tackling discrimination and fostering good relations across each of the protected characteristics for:

- Age
- Disability
- Gender

- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation
- Marriage and civil partnership

At Stanmore House School we are committed to:

- understanding, valuing and working constructively with diversity to enable fair and full participation in our work and activities;
- ensuring that there is no unjustified discrimination in our recruitment, selection, performance management and other processes;
- ensuring action that promotes equality; this includes conducting equality screening and impact assessments of policies and progressing diversity action plans;
- treating individuals with whom we work with fairness, dignity and respect;
- playing our part in removing barriers and redressing imbalances caused by inequality and unjustified discrimination.

Outcome 1: Equality in Learning and Teaching

Our view is that the quality of learning and teaching is inseparable from equality. We will ensure that this is incorporated into our curriculum using a number of approaches. We will develop in house processes so that all learning and teaching materials are in line with good practice and that where possible all staff raise awareness of inequalities, prejudice and citizenship matters.

We will also develop an audit tool/ process which will be used to ensure that learning and teaching materials are reviewed to ensure they advance equality or raise awareness of good practice. We will ask staff to reflect on the embedding of equality in learning and teaching, provide information about good practice and develop action plans where gaps may be evident.

Outcome 2: Transitions

We will advance equality of opportunity by Improving the transitional experiences of disabled pupils by working with external agencies including social work departments and further and higher education establishments to tackle existing barriers to successful transition. This will include ensuring that pupils have their views heard throughout their transition planning.

Outcome 3: Safeguarding children and vulnerable young people.

We aim to ensure that Stanmore House School has robust planning in place to ensure children and young people are safe. This will include staff training on Wellbeing, Safeguarding and Child Protection and implementing new structures to identify possible issues.

Our actions and progress towards these outcomes are detailed in the tables below.

OUTCOME 1 EQUALITY IN LEARNING AND TEACHING

Context	Scottish Government Legislation	GIRFEC	Accessibility Strategies	Capability Scotland mission	Schools visions, values and aims	Schools Improvement Plans
Linked to Context	✓	✓	✓	✓	✓	✓
Identified Barriers	Tasks	Lead	Timescale	Resources	Success Criteria	Monitoring Evaluation
Limited pupil access to equality issues in the curriculum.	Design our curriculum pathways and school activities to allow for a more diverse curriculum (e.g.) Gender equality and stereotypes, LGBT.	HOS/ DHT Teachers All staff	Reviewed termly Annual evaluation	CFE Gender equality toolkit for education staff (Scot. Gov) Classroom resources	Pupil awareness and participation. Curricular planning	Lesson plans/ observations. Tracking materials/ evaluations and reporting.
Limited access to information regarding equality information and complaints.	Planning to provide opportunities to learn more about children's human rights. HYS integrated more within the school.	HOS/ DHT Teachers All staff	Reviewed termly Annual evaluation	CFE Disability rights UK. UNCRC Classroom resources.	Pupil awareness and participation. Curricular planning. HYS minutes, boards/ information and HYS data.	Lesson plans/ observations. Tracking materials/ evaluations and reporting
Creating an all-inclusive culture for staff and students.	Through the Nurture approach - we will strive to create an all-inclusive culture. Staff training. Positive modelling.	HOS/ DHT Teachers All staff	Reviewed termly Annual evaluation.	CFE Nurture programme Inclusive tool kit Classroom resources.	Pupil awareness and participation. Curricular planning. Nurture boards.	Lesson plans/ observations. Tracking materials/ evaluations and reporting H&WB assessment tool data.

Ensuring all students and staff have equal access to opportunities and participation.	Making sure that learning materials/ experiences do not discriminate against anyone and are adapted where necessary. Equipment sought.			HOS/ DHT Teachers All staff	Reviewed termly Annual evaluation	Pupil awareness and participation.	Lesson plans/ observations. Tracking materials/ evaluations and reporting		
Protected Characteristics	Age	Disability	Gender	Gender Reassignment	Pregnancy and maternity	Race	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership
Linked to Protected Characteristics	✓	✓	✓	✓	✓	✓	✓	✓	✓

OUTCOME 2 TRANSITIONS

Context	Scottish Government Legislation	GIRFEC	Accessibility Strategies	Capability Scotland mission	Schools visions, values and aims	Schools Improvement Plans
Linked to Context	✓	✓	✓	✓	✓	✓
Identified Barriers	Tasks	Lead	Timescale	Resources	Success Criteria	Monitoring Evaluation
Transference from children to adult social work and allied health services	Highlight the need for early identification of adult social worker and relevant health professionals at first transition meeting.	Head of School or Chair of Transition meetings.	First transition meeting as identified on review planner.	Personnel attending review.	Adult social worker and relevant AH professionals identified early in the transition process for all leavers 2013 – 2017.	Transition meetings and minutes
Identification of suitable adult placements including further education	To be placed as a fixed agenda item for all transition meetings.	Head of School or Chair of Transition meetings	3-6mths before leaving date.	Young person, Parents, Professionals.	Identification of suitable placement.	Transition meetings and minutes.
SDS/ direct payments not reflective of adult requirements	Awareness training for staff, Leavers and parents/ carers surrounding SDS and direct Payments.	Allocated Social worker, School leaver and parent/ carer	Final year of young person's transition.	Relevant personnel e.g. social work, advocacy etc.	Appropriate funding in place by the end of the young person's transition.	Transition meetings and minutes.
Guardianship	To be placed as a fixed agenda item for all transition meetings.	Head of School or Chair of Transition meetings	First transition meeting as identified on review planner.	Young person, Parents, Relevant Professionals.	Guardianship timeously in place if required.	Transition meetings and minutes.

Young person's capacity/incapacity and understanding of the transition process

To provide an accessible transition programme for all leavers that is individualised to each leavers needs and aspirations.

To ensure that annual planners for review/ transition meeting are communicated to all attendees at the beginning of the school year.

Head of School
School Staff
Social Work / advocacy
Leader.

Head of School
or Chair of
Transition
meetings
School admin.

Senior phase
Curriculum
16yrs plus.

To meet the timescale of 12 months' transition entitlement, from the date of starting process.

Multi-disciplinary team time.

AAC training for the Multi-disciplinary team.

Head of School
or Chair of
Transition
meetings
School admin.

All leavers can fully engage in their transition programme.

All transition work is carried out within the 12 months' time allocated.

Transition meetings and minutes.

Curriculum IEP/ IPP.

Transition meetings and minutes.

Protected Characteristics	Age	Disability	Gender	Gender Reassignment	Pregnancy and maternity	Race	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership
Linked to Protected Characteristics	✓	✓	✓				✓		

OUTCOME 3 SAFEGUARDING CHILDREN AND VULNERABLE YOUNG PEOPLE

Context	Scottish Government Legislation	GIRFEC	Accessibility Strategies	Capability Scotland mission	Schools visions, values and aims	Schools Improvement Plans
Linked to context	✓	✓	✓	✓	✓	✓
Identified Barriers	Tasks	Lead	Timescale	Resources	Success Criteria	Monitoring Evaluation
Management changes- staff understanding on CP roles in practice.	C&AP policy review. Clear guidance and flow chart to clarify roles and responsibilities within CP.	HOS CP Co Management All staff.	CP Co Management All staff.		Staff will have clear guidance and understanding of management roles and CP- Co roles within the school	Consultations/ discussions. Meetings and minutes.
Staff recording and monitoring of wellbeing concerns/ CP concerns	To create a wellbeing concerns form. Create a Safeguarding and Protection file for each pupil. Staff training- bespoke through NSPCC Wellbeing and CP standard agenda for meetings.	HOS CP Co Management All staff.	Feb 2018	NSPCC	New Wellbeing forms are understood and used. Folders are created for each pupil	Monitored through CP-Co daily. Management Monthly meetings.
Potential gaps in information storage/ understanding	New electronic system to track concerns. New monthly status	HOS CP Co	Jan 2018		Appropriate system in place to ensure information is contained centrally, in	Monitored through CP-Co daily. Management Monthly meetings.

of pupil legal status.	updates for each pupil.					one place for each pupil.				
Protected Characteristics	Age	Disability	Gender	Gender Reassignment	Pregnancy and maternity	Race	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership	
Linked to Protected Characteristics	✓	✓	✓	✓	✓	✓	✓	✓	✓	