

Sidestrand Hall School

Single Equality Scheme

**DRAFT**



- A. Race Equality Plan 2016 - 2019
- B. Disability Equality Plan 2016-19
- C. Gender Equality Plan 2016-2019
- D. Community Cohesion 2016-2019

This Policy first published: 15/06/10

Reviewed: Annually and due for the next full review 15/06/19

<b>Section</b>	<b>Contents</b>	<b>Page</b>
	Foreword – Headteacher, Chair of Governing body, Sidestrand Hall Pupils	3
1	What is the Single Equality Scheme and Action Plan?	3
2	Mission Statement and aims	4
3	Who is responsible?	4
4	Race Equality Plan	5
5	Disability Equality Plan	9
6	Accessibility Plan	12
7	Gender Equality Plan	15
8	Community Cohesion	19
9	Ongoing evolvement of our scheme	22
10	Action Plan	22
11	Responsibility for overall scheme	24
12	Monitoring and Review	24

## Single Equality Scheme Sidestrand Hall School

### Headteacher & Chair of Governors:-

“This Single Equality Scheme brings together the school’s approach for promoting equality in our policies and procedures and, most importantly in our day-to-day practices and interactions with the whole school community.

Our scheme includes our whole school – pupils, staff, governors, parents and carers and all those within our extended school community.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for our children and young people.”

### Sidestrand Hall School pupils:-

“Equality means that we are all equal and we treat each other with respect and we understand other peoples’ needs and we are fair to everybody in school.”

### What is the Single Equality Scheme and Action Plan?

Our Single Equality Scheme (SES) and action plan covers a three-year period from **2016 to 2019**. It integrates our statutory duties in relation to race, disability and gender and promoting community cohesion. The duties cover staff, pupils and people using the services of the school such as parents.

It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

Our Single Equality Scheme and Action Plan enables us to achieve a framework for action which covers all six equality strands (Age, Disability, Gender, Race, Religion and Belief and Sexual Orientation) and ensures that we meet our responsibilities of the public sector duties in an inclusive way.

We will continue to meet our statutory duties by reporting annually on the progress of the Single Equality Scheme and action plan. This will be reviewed by our Board of Governors and will cover activity undertaken in relation to the six equality strands and promoting community cohesion.

The Equalities Scheme at Sidestrand Hall School consists of:

- Race Equality Plan
- Disabilities Equality Plan
- Gender Equality Plan
- Community Cohesion

The scheme is to be read in conjunction with other policies:

- School Behaviour Policy
- School Safeguarding Policies which include a code of conduct for staff

### Aims:

- To promote the school’s philosophy and aims

- To ensure pupils and staff work in a safe environment conducive to learning, free from racial, gender or disability discrimination

### **Mission Statement**

#### Achievement Beyond Expectation

Sidestrand Hall School is a supportive, challenging and happy learning environment. Individuals are respected and encouraged to reach their full potential, enabling them to participate as equal citizens within the local community.

The school promotes positive relationships between pupils, staff, parents and community partners. Ofsted and Care Standards Inspectors have both recognised this as strength of the school.

- In accordance with our Mission Statement, we pledge to respect the equal human rights of all our pupils and to educate them about equality.
- We will seek the views of all groups affected by the policies and work of our school, and try to involve them in policy review.
- We will also recommend the equal rights of our staff and other members of the school community.
- In particular, we will comply with relevant legislation and implement school plans in relation to race equality, disability equality and gender equality.
- We recognise our role in promoting community cohesion, and actively encourage the participation in public life of all learners in our school.

### **Who is responsible?**

The governors are responsible for:

- Making sure the school complies with relevant equality legislation
- Ensuring that the school Equality Scheme and its procedures are followed and that the school's plan is evaluated and reviewed annually.

The Headteacher is responsible for:

- Making sure the school Equality Scheme and its procedures are followed
- Making sure the race, disability and gender equality plans are readily available and that the governors, staff, pupils, and their parents and guardians know about them
- Producing regular information for staff and governors about the plans and how they are working
- Making sure all staff know their responsibilities and receiving training and support in carrying these out
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

The Headteacher is responsible overall for dealing with reports of hate-incidents.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents using appropriate channels of communication
- being able to recognise and tackle bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender
- keeping up to date with the law on discrimination;
- taking up training and learning opportunities.

Visitors and contractors are responsible for knowing, and following, our Equality Scheme.

## A. Race Equality Plan 2016 - 2019

### 1. Introduction

This plan sets out how Sidestrand Hall School will work to promote race equality.

This plan addresses our specific duties under the Race Relations (Amendment) Act 2000. It forms part of our general Equality Scheme and also relates to the Authority Council procedure for reporting racist incidents involving pupils in school.

### 2. Ethnic monitoring

The Head Teacher will monitor the background of staff members. This will be reported to the staffing committee on an annual basis.

### 3. Impact Assessment

The following policies/plans will be assessed with regard to the general duty under the Equality Act 2010 and the Race Relations (Amendment) Act 2000

Admissions	Grievance Procedures
Anti-Bullying	Vision Statement, Mission Statement, Aims
Behaviour	Race Equality
Collective Worship/RE	Recruitment & Selection procedures
Complaints	Staff Well-Being/Work Life Balance
Curriculum	PSHE/Citizenship
Equality of Opportunity	Religious Education
Inclusion	

The outcomes of this will be:

1. Ensure staff and parents are aware of the school Race Equality Policy and Equality of Opportunity Policies.
  - We will do this by highlighting the above policies in Staff Meetings and during the first professional development day of every school year. We will refer to the scheme in newsletters to parents and on the school website.
2. Ensure multicultural aspects of the curriculum are delivered through the school curriculum e.g. PSHE/Citizenship, Religious; Education inc. visiting speakers of different faiths and drama groups etc.
  - We will do this by continually monitoring and assessing the programmes of study and delivery in the classroom. (This forms part of our ongoing monitoring and self-evaluation practice)
3. Ensure that school resources are suitably resourced with multicultural material, suitable for the pupils to access.
  - We will do this by continuously auditing existing stock and seeking views from staff and pupils.
4. Ensure our Recruitment & Selection Procedures have no racial bias.
  - We will do this by recruitment of staff according to qualifications and skills and suitability to the post without preconceptions and discrimination.
5. Ensure the school ethos and culture promotes Race Equality.
  - We will do this by reviewing our Vision Statement, Mission Statement and Aims on a three year basis in line with the School Development Plan Cycle.

6. Ensure our pupils have maximum opportunity and access to the curriculum and school life regardless of race.

#### 4. Action Plan to address the General Duty to promote race equality

	Actions	By Whom	Start	Finish	Evidence that it is completed
1. Promote equality of opportunity	Ensure our pupils have maximum opportunity and access to the curriculum and school life regardless of race. Monitor access and appropriateness.	Gov. Body – Curriculum Committee SLT, School Staff	Ongoing subject and learning monitoring cycle		2019 when new objectives are set
2. Eliminate unlawful discrimination	Ensure our Recruitment & Selection Procedures have no racial bias. We will do this by recruiting staff according to qualifications & skills and suitability to the post without preconceptions and discrimination. Monitor recruitment in line with safeguarding procedures and regular safer recruitment training opportunities.	Governing Body- Staffing Committee Head Teacher, Deputy Head, admin support	Ongoing, HT to report to govts on a termly basis		Minutes recorded. Data collected
3. Eliminate racist harassment	Ensure staff and parents are aware of the school Race Equality Policy and Equal Opportunities Policies. We will do this by highlighting the above policies in a Staff Meeting, in newsletters to parents and on the school website. Include Equality scheme in staff induction pack	Governing Body, Head Teacher	Ongoing Spring 17	Summer 17	Single Equality Scheme is accessible
4. Promote good relations between different ethnic groups	Ensure multicultural aspects of the curriculum are delivered through the school curriculum e.g. PSHE/Citizenship, Religious Education. We will do this by continually monitoring and assessing the programmes of study and delivery in the classroom inc. visiting speakers of different faith, drama groups etc. Ensure the school ethos and culture promotes Race Equality. This will be done by reviewing our Mission Statement and Aims on a three year basis in line with the School Development Plan cycle.	School Staff monitored by SLT	Ongoing in line with the Self Evaluation cycle		Audit of curriculum 2016
Other actions required (please list)	Ensure the school is suitably resourced with multicultural material, suitable for the pupils to access. We will do this by auditing existing stock and seeking views from the staff and pupils. Where there are limited opportunities for pupils to regularly meet people from diverse cultural traditions, other resources and sources of information should be carefully chosen to reflect cultural diversity and enrich pupils' experience.	Subject Co-ordinators – monitored by the Key Stage Leaders.	Ongoing in line with the School Development Plan		Resourced through class books, visits and visitors.

## **5. How policies and practice are monitored**

Information on race equality e.g. employment issues, attainment of ethnic groups will be gathered and monitored to ensure best practice in line with school policies and procedures.

## **6. How information gathered is used**

Information gathered will be used to inform the Governing Body, Headteacher, teaching staff and relevant stakeholders for the following reasons:

- i. Ensure the school policies and procedures promote the elimination of racial bias and harassment.
- ii. To inform the Local Authority and National Bodies through reporting, surveys and audits.
- iii. To ensure our recruitment and selection is following best practice and within statutory workforce legislation.
- iv. Ensure our curriculum does not prejudice ethnic groups.
- v. Ensure our curriculum resources inform and educate pupils about other multicultural faiths.

## **Staff development**

There is a rolling staff development programme linked to the following:

Performance Management procedures for teachers, the Support Staff and Administration Staff management and the School Development Plan priorities. Opportunities for staff development on racial equality issues will be available through the above during internal training, local authority training and national training.

**Annual Reporting** in relation to the Action Plan, linked to the School Development Plan, will occur as follows:

Any incident of Racial Harassment will be reported at every Governing Body meeting.

**The next race equality plan** will be in Summer 2019 will build upon this plan's actions, the results of monitoring, and other information.

## **B. Disability Equality Plan 2016-19**

### **1. Introduction**

This plan sets out how Sidestrand Hall School will work to promote disability equality. A person is disabled if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan addresses our specific duties under the Disability Discrimination Act 2005. It forms part of our general Equality Scheme and also relates to our Accessibility Plan.

The 2005 amendments to the Disability Discrimination Act place a duty on all public authorities when carrying out their functions to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life and,
- Take steps to take account of disabled persons' disabilities even where that involves treating disabled persons more favourably than their non-disabled peers.

This Disability Equality Plan sets out the ways in which Sidestrand Hall School will meet its general and specific duties.

Sidestrand Hall School fully supports the vision of Norfolk Children's Services, namely that:-

- all children and young people have the right to be healthy happy and safe: to be loved, valued and respected: and to have high aspirations for their future.

Sidestrand Hall School endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy life.

Sidestrand Hall School is committed to equal opportunities in every area of school life and recognises the importance of equality for all pupils and staff. Sidestrand Hall School will continue to build on its good practice in Disability Equality.

We will value each pupil as an individual and encourage them to reach their full potential through access of education and therapy programmes of the highest quality, including the National Curriculum mission statement. There must be no discrimination on the basis of a person's age, gender and ethnic group, ability, religious or social background, physical or sensory ability.

### **2. Gathering Information**

Sidestrand Hall School will continue to collate data and evidence to ensure that policies and practices meet the legal responsibilities of the Disability Equality Scheme. Data will be collected on the number of applications from disabled people and the success rate at interview. Procedures will be in line with the School recruitment and selection procedures.

### **3. Development and Retention of Disabled Employees**

Sidestrand Hall School will monitor the satisfaction of disabled employees with the arrangements made for them eg. access to the staff room, classrooms, provision for specialist equipment, arrangements at medical appointments. Data will be collected during the staff induction, through the use of a questionnaire and an exit survey.

### **4. Education Opportunities available to disabled pupils**

Sidestrand Hall School is a residential school for pupils with complex needs. Pupils experience a wide range of opportunities such as:

- A broad and balanced curriculum including the National Curriculum, personalised learning opportunities, such as work experience, work related learning, speech therapy and residential camps.
- Access to a range of therapy specialists including Speech & Language, School Nurse and a Transition coordinator.

All pupils are tracked on a pupil database and their individual/group achievements analysed and reported to the Governing Body and parents. Analysis of data for comparison and value added purposes can take the following form:

- Individual value added
- By class group, key stage, gender, ethnic grouping, disability. Dual placement/Inclusion pupils compared to other pupils

The information **gathering** detailed above will enable Sidestrand Hall School to review the effectiveness of its action plans and inform the school development plan.

## 5. Action Plan to address the disability equality duty

	Actions	By Whom	When	Evidence that it is completed
1. Promote equality of opportunity between disabled persons and other persons	Ensure that all advertisements for jobs clearly state that applications are welcome from people with disabilities.	Staffing committee SLT	Ongoing by recruitment team	Written into Recruitment Policy
2. Eliminate unlawful discrimination	Monitoring of recruitment procedures by staffing committee, report to Governors annually	Committee	Ongoing	Full Governors Minutes
3. Eliminate harassment related to disabilities	All harassment will be regarded as bullying and reported to the Governors	HT	Ongoing Incidences reported at every governors meeting	Will appear as an item in the Headteacher's report to Governors, even if there are no incidents.
4 Promote positive attitudes to disability	Send out press releases emphasising achievements of pupils. Have achievement assemblies in school. Termly newsletters that include staff and pupil achievement	Admin team & SLT	Ongoing	
5. Encourage participation by disabled people	The introduction of house teams will ensure that pupils are engaging with peers across the school. The houses will elect pupils to by school councillors.	Heads of House	Ongoing	Minutes, election results
6. To take account of disabled people's disabilities	Ensure staff training and resources to support medical needs e.g. Diabetes, asthma, epilepsy, internal feeding, for staff & pupils. Additional training in mental health and speech language and communication. Ensuring physical environment and curriculum supports the needs of staff and pupils Ensure school has adequate access to outside agencies and advice to assist pupils with increasing medical needs	AS  AS , Deputy Head & SLT  School Nurse Other professionals	2017	School Nurse training regularly updated. Staff toilet facilities updated and improved. Impact in attainment in communication of pupils. Through Admissions procedures
Other actions required Educational Opportunities	e.g. awareness of staff stress Developing new staff room and additional non contact time	SLT	2017	Improved staff room and additional non

Achievements e.g. School Trips Participation in all activities and services school provides. Work Experience	on school teaching timetable.			contact time on teaching timetable.
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**6. Accessibility Plan, as required by the Special Educational Needs and Disability Act (SENDA) 2001**

	Actions	By Whom	Start Finish	Evidence that it is completed
1. Improvements in access to the curriculum	Audit of curriculum including the views of pupils. Continuously monitor planning, teaching and recording.	SLT	2016	Reviewed curriculum, summer 2016
2. Physical improvements to increase access to education and associated services	Audit building – disabled toilet facilities Increase disabled parking Investigate lift access to Residential accommodation Ensure all new builds are fully accessible.	MS SLT	Ongoing	1 disabled toilet has been added to lower school. Disabled parking clearly marked and more available. Lift investigated but not feasible.(2013) 6 <sup>TH</sup> Form build fully accessible.
3. Improvements in the provision of information in a range of formats for disabled pupils	Use of writing with symbols, objects of reference, ICT Staff training in Signalong Coloured overlays Large print books Software ELKLAN and the employment of additional SALT.	SLT Deputy head	2018	Better use of Signalong and Clicker 5.(2013) Additional SALT and Elklan training starting Spring 2018
4. Access to the building	Improve school entrances with ramps	MS		Not possible to include all ramps but some have been

				added inside as well as outside. New developments have ramps and some older accesses have been modified.
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## **7. How policies and practice are monitored** (e.g. employment issues, attainment of disabled pupils)

The effectiveness of this policy will be monitored on an ongoing basis, and reported as part of the updating of the school self-review profile on an annual basis.

## **8. How information gathered is used**

Information gathered will be used to inform the Governing Body, Headteacher, teaching staff and relevant stakeholders for the following reasons:

- Ensure the school policies and procedures eliminate disability discrimination and harassment.
- To inform the Local Authority and National Bodies through reporting surveys and audits.
- To ensure our recruitment and selection is following best practice and within statutory workforce legislation.
- Ensure our curriculum does not prejudice any disability group.
- Ensure our curriculum resources inform and educate pupils about disability issues.

## **9. Staff development**

There is a rolling staff development programme linked to the following: Performance Management procedures for teachers, the support staff and Administration staff management and the school development plan priorities.

**10. Annual Reporting** in relation to the Action Plan, linked to the School Development Plan, will occur as follows: To pupils via School Council and assemblies, staff via staff meetings, parents via newsletters, Governors via Headteacher's Report.

**11. The next Disability Equality Plan** will build upon this plan's actions, the results of monitoring, and other information.

## C. Gender Equality Plan 2016-2019

### 1. Introduction

This plan sets out how Sidestrand Hall School will work to address the General Duty to promote gender equality. This plan addresses our Specific Duties under the Equality Act 2010.

### 2. Impact Assessment

The following policies/plans will be assessed in regard to the schools' duties under the Equality Act 2010.

School Development Plan  
School Complaints Procedure  
Curriculum Policy  
Teaching & Learning Policy  
Dignity at Work Policy  
Equality of Opportunity Policy  
Inclusion Policy  
Vision Statement, Mission Statement & Aims  
Pay & Conditions Policy  
Recruitment & Selection Procedures  
Target Setting  
Staff Development, Induction, Well Being and Work/Life Balance Policy

The outcomes of this will be:

- Ensure our recruitment and selection procedures have no gender bias. We will do this by recruiting staff according to qualifications and skills and suitability to the post without preconceptions and discrimination.
- Ensure the school pay and working conditions and sickness and absence procedures has no gender bias in our practice. Ensure our 'Performance Management and Staff Development procedures enhance opportunities for all staff.
- Ensure our pupils have maximum opportunity and access to the curriculum and school life regardless of gender. We will do this by monitoring the curriculum, teaching and learning styles and tracking pupil assessment data.
- Ensure boys and girls have an equal voice and participation in School.
- Ensure the school ethos and culture promotes Gender Equality. We will do this by reviewing our vision statement, mission statement and aims on a three year basis in line with the School Development Plan cycle.

We will do this by reviewing our Pay & Conditions', 'Time off Work' and Well-Being, Work/Life balances, Performance Management and Staff Development policies. We will work in consultation with the Local Authority Personnel Department to ensure equality in pay and working conditions, sickness and time off work to conform to statutory regulations.

We will continue with our formal and informal ongoing monitoring and self evaluation procedures to ensure above outcomes continue to be achieved.

### 3. Action Plan to address the Gender Equality Issue

	Actions	By Whom	When	Evidence
1. Eliminate unlawful sex discrimination	To ensure our recruitment and selection procedures are fair and transparent	Governing body personnel committee, Headteacher and deputy head.	2016	Development of Recruitment Policy
2. Eliminate harassment related to gender	Ensure boys and girls have an equal voice and participation in school. We will do this by making sure there is pro-rata representation amongst the sexes on the School Council.	SLT	Ongoing work of School Council	Equal representation of girls and boys
3. Promote equality of opportunity between men and women	Continue to ensure the school pay and working conditions and sickness and absence procedures have no gender bias in our practice. Ensure our performance management and staff development procedures enhance opportunities for all staff . We will do this by reviewing our pay and conditions, time off work and well being, work/life balance, performance management and staff development policies. We will continue to work in consultation with the local authority personnel department to ensure equality in pay and working conditions, sickness and time off work to conform to statutory regulations.	Governor Personnel Committee, Headteacher and SLT  All staff	2017	School records
Other actions:	Continue to ensure the school ethos and culture promotes Gender Equality. We will do this by reviewing our mission statement and aims on a three year basis in line with the school development plan cycle.			

<p>4. Promote equality of opportunity between boys and girls</p>	<p>Ensure our pupils have maximum opportunity and access to the curriculum and school life regardless of gender. We will do this by monitoring the curriculum, lesson observations (in particular, personalised curriculum opportunities for pupils and appropriate staff teaching delivery, tracking pupil assessment data and extended school opportunities.</p>	<p>Governor curriculum committee, Headteacher, SLT</p>	<p>Ongoing monitoring Attendance and pupil progress data</p>	<p>Audits of curriculum There is no significant difference in the progress of boys and girls 2017</p>
<p>Other actions:</p>	<p>Monitoring boys and girls attainment across the curriculum in particular gender stereotyping inc. work experience and work related learning</p>	<p>Headteacher, SLT</p>		

#### **4. Gender monitoring**

This will be done by the Headteacher and SLT. The Headteacher will report back to the Governing Body on the last Governing Body meeting before the end of the academic year.

#### **5. How information gathered is used**

Information gathered will be used to inform the Governing Body, Headteacher teaching staff and relevant stakeholders for the following reasons:

- Ensure the school policies and procedures eliminate gender bias and harassment.
- To inform the Local Authority and National Bodies through reporting surveys and audits.
- To ensure our recruitment and selection is following best practice and within statutory workforce legislation.
- Ensure our curriculum does not prejudice any gender group.
- Ensure our curriculum resources inform and educate pupils about gender issues.

#### **6. Staff development**

There is a rolling staff development programme linked to the following: The Performance Management procedures for teachers, the support staff and Administration staff performance management and the school development plan priorities. Opportunities for staff development on gender issues will be available through the above during internal training, local authority training and national training.

**7. Annual reporting** in relation to the Action Plan will occur as follows:  
The last Governing Body meeting of the academic year.

**8. The next gender equality plan** will be in Summer 2019 and will build upon this plan's actions, the results of monitoring, and other information.

## D. Community Cohesion 2016-2019

### 1. Introduction

Sidestrand Hall School is a highly inclusive school which has worked extremely closely with the local community (Cromer) and the wider community (cluster schools and primary schools in North Norfolk) for many years.

The school's 15 acre woodland site has attracted the local and wider community to become involved in the learning opportunities that the school has to offer. This is one of the many strengths of the school.

The school also has a wide range of formal and informal links with other schools which are used to develop pupils' and staff's cultural and educational understanding and aims to reduce discrimination and increased understanding of diversity.

The school works very closely with a range of professionals to address diversity issues.

### 2. Aims

Community Cohesion is part of our overarching Equalities Scheme and aims to:

- Fulfil the aims and objectives of the scheme
- Ensures pupils grow up and learn equally in an environment that is free from race, gender or disability discrimination

### 3. Community Cohesion Plan

*See page 17&18*

### 4. Monitoring and Evaluation

The school leadership will provide annual feedback to the governing body based on the school's ongoing formal and informal monitoring and self-evaluation procedures.

Evidence: School will continue with its rich sources of evidence in pupil's portfolios and learning logs. There will be additional information in school newsletters and on the website.

Staff awareness and development: The school's subject monitoring cycle incorporates appropriate staff development. The school's performance management procedures are also closely linked to staff CPD.

Impact: The school will evaluate its equality scheme annually and at the end of its three year cycle. Staff and governors will be involved in the process which will lead to the third equalities' plan in 2019.

**5. Next Community Cohesion Plan**: will be in Summer 2019 and will build upon this plan's actions, the results of monitoring, and other information.

3. <u>Community Cohesion Plan</u>	Actions	By Whom	When	Evidence that it is completed
1. <b>SCHOOL COMMUNITY</b> Continue to use school community to aid effective learning for all	<ul style="list-style-type: none"> <li>• Whole school ethos to support learning at all levels; this includes everyone in school as well as parents.</li> <li>• Pupils learn from each others, are tolerant, courteous and helpful.</li> <li>• Pupils increasingly take on additional responsibility, e.g. KS4 pupils take important roles to support the smooth running of the school.</li> <li>• Pupils access other areas of the school to aid their learning.</li> <li>• Minority groups such as looked after children have access to a tailor made curriculum and learn as well as they can</li> </ul>	All staff and stakeholders	Ongoing School formal and informal monitoring and self-evaluation procedures	Pupils from local High Schools have access to some courses and school site [2014] Pupils from local special schools also access learning at Sidestrand Hall.
2. <b>LOCAL COMMUNITY</b> Continue to use local community to aid effective learning for all	<ul style="list-style-type: none"> <li>• Pupils learn in all areas of our local community.</li> <li>• The schools celebrates local activities and events with the community</li> <li>• Local business offer work experience and WRL activities for older students.</li> <li>• Members of the local community use our facilities and some join school as volunteers and helpers.</li> <li>• The school receives some charitable donations and support from local residents and business.</li> <li>• The school has it's own charity shop where pupils can work</li> </ul>	All staff and stakeholders  Cromer Cluster          Strands	Ongoing School formal and informal monitoring and self-evaluation procedures	The school has a charity shop in Cromer that the pupils are able to access for work related learning.(2013)

<p>3. <b>REGIONAL AND NATIONAL</b></p>	<ul style="list-style-type: none"> <li>• The school's forward planning is closely linked to the County Children's and Young People Plan. (<i>SDIP</i>)</li> <li>• Cont. countywide development groups and works with other HT on a range of issues regarding special education</li> <li>• Pupils' learning experiences are extended using facilities in the wider region</li> <li>• Pupils learn about local and national governance through PSHE and Citizenship, they also visit the town council and invite members from the local community to aid their learning.</li> </ul>	<p>All staff and stakeholders  NASSH</p>	<p>Ongoing School formal and informal monitoring and self-evaluation procedures</p>	
<p>4. <b>GLOBAL</b></p>	<ul style="list-style-type: none"> <li>• Pupils learn about <u>national and global dimensions</u> and establish relationships with other children and adults.</li> <li>• They consistently increase awareness about personal and educational needs of others.</li> <li>• Other cultures are brought to pupils and adults by a range of visitors and staff</li> </ul>	<p>All staff and stakeholders</p>	<p>Ongoing School formal and informal monitoring and self-evaluation procedures</p>	

### Ongoing evolvment of our Scheme

We will continue to involve people from all aspects of our school community in the ongoing evolvment of our Single Equality Scheme and Action Plan. This includes:

- A regular slot at School Council meetings to discuss equality and diversity issues
- A regular slot at staff meetings
- Having staff available to discuss equality and diversity matters during parent consultation meetings
- Having annual school open days/evenings for the wider school community to celebrate the work of pupils and give the opportunity for feedback

### Single Equality Scheme Action Plan 2010 – 2013

Planned Outcome	Planned Actions	Timescale	To Be Actioned By	Monitored by
All staff are aware of the Single Equality Scheme and have awareness of their responsibilities	Raise awareness of Single Equality Scheme at: Induction and Staff Team meetings	Regular	Headteacher	Headteacher
The governing body is taking active steps to be representative of the local communities	Governors consider recruitment from under-represented groups. Also they will have a nominated governor with responsibility for community links		Governors	Chair of Governors
Schemes of work explicitly address the causes and consequences of discrimination and help pupils recognise and understand and challenge stereotypes.	Curriculum areas included within the schemes of work provide opportunities to promote shared values and challenge prejudice, discrimination and stereotyping, e.g. racism, homophobia	2016	Teachers	Headteacher
All stakeholders have access to the Single Equality Scheme and know where they can	Use school newsletters to inform stakeholders of the Single Equality		Headteacher	Headteacher

access it.	Scheme and add to the school website. Hard copies to be available on request.			
To include the Single Equality Scheme in new staff induction packs.	To include in induction packs.	July 2010	Headteacher	Headteacher

**Responsibilities:**

Responsibility for the overall policy lies with the full governing body and the Headteacher of Sidestrand Hall School

- A. Race Equality Sarah Young (Headteacher) and Governing Body
- B. Disability Equality Sarah Young (Headteacher) and Governing Body
- C. Gender Equality Sarah Young (Headteacher) and Governing Body
- D. Community Cohesion Sarah Young , School Leadership Team and Governing Body

**Monitoring and Review:**

The governing body, through the Headteacher and delegated members of staff, will monitor this scheme. The Headteacher will report back to governors regularly, delegated members of staff will feed back to the Headteacher.

This policy is reviewed annually and reported back formally to the governing body. It is fully evaluated every three years, which will lead to a new three year plan for the school. Any racial, gender or disability discrimination incidents are reported to the full governing body at every meeting (once termly).

Scheme first published: 15/06/10; Reviewed annually and due for the next full review Summer 2019.