

## EQUALITY ACTION PLAN 2025–2028

### SECTION 1 – WHOLE-SCHOOL EQUALITY DUTIES - ALL 9 CHARACTERISTICS

(Equality Act 2010, Public Sector Equality Duty, DfE Behaviour in Schools 2024, SEND & AP Plan 2023–24)

Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
<b>Compliance with Equality Act across all partners</b>	Ensure consistent availability of Equality Policies from external learning partners	<ul style="list-style-type: none"> <li>• Create simple <b>External Provision Equality Checklist</b></li> <li>• Refer to Sandgate's Equality Checklist when working with external partners</li> <li>• Provide a <b>Sandgate template</b> to any partner without a policy</li> </ul>	KB /CB/SLT	Autumn annually	All partners have visible Equality / Safeguarding policies
<b>Strengthen staff understanding of discrimination, indirect discrimination &amp; prejudice-based incidents</b>	Indirect discrimination is now a key legal focus; staff need clarity in challenging inappropriate or discriminatory language and ensuring consistent recording.	<ul style="list-style-type: none"> <li>• Use pathway-appropriate case studies (MEADOWS/SEAS/LAKES) to model discriminatory language</li> <li>• Include clear RSE language expectations in staff training</li> <li>• Embed equality expectations into Sensory and Communication Frameworks</li> <li>• Provide CPD using HSB, RSE and sensory-related scenarios, including indirect discrimination</li> <li>• Reinforce a simple whole-school script for responding to harmful language</li> <li>• Record all prejudice-based incidents consistently using the agreed system</li> </ul>	KB /CB/SLT	Autumn annually	Staff challenge discriminatory language swiftly, confidently and consistently, and incidents are recorded accurately
<b>Ensure staff and pupil voice around equality is maintained.</b>	Maintain a simple escalation route for equality concerns: Staff - Line Manager - SLT	<ul style="list-style-type: none"> <li>• Line Managers continue to share emerging themes regularly with SLT</li> <li>• SLT retains a standing equality item on all meeting agendas</li> <li>• Pupil voice flows through class teams - Line Managers - SLT</li> <li>• Actions, decisions and next steps reported back to staff through briefings</li> </ul>	SLT	Ongoing	Staff and pupils use the agreed route to raise concerns; equality themes are routinely reviewed by Line Managers and SLT; and pupil voice is gathered consistently and shared back through briefings.

### SECTION 2 – DISABILITY EQUALITY (SEND Code of Practice; Equality Act disability duty; Sandgate sensory and communication framework)

Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
<b>Sensory regulation and emotional regulation are delivered as connected, mutually reinforcing strands</b>	Ensuring staff and pupils understand that sensory and emotional regulation work together, not separately.	<ul style="list-style-type: none"> <li>• Teach sensory and emotional regulation together so pupils understand how body signals link to feelings and strategies.</li> <li>• Use shared language to show how sensory tools support emotional control and readiness to learn.</li> <li>• Pathway-specific sensory diet maps (MEADOWS sensory immersion, SEAS structured regulation, LAKES independence &amp; self-advocacy)</li> <li>• Embed both strands across daily teaching so pupils learn: body input - sensation - emotion - strategy.</li> </ul>	JM / Sensory Lead / Class teams	Ongoing	Improved regulation across pathways

		<ul style="list-style-type: none"> <li>• Clear progression in sensory independence &amp; self-advocacy</li> </ul>			
<b>NAS re accreditation readiness</b>	Need clarity on the process, expectations, evidence requirements and realistic time frame for re-accreditation.	<ul style="list-style-type: none"> <li>• Assess where we are and where we need to be before re-accreditation.</li> <li>• Identify clear strengths and priority areas</li> <li>• Map what evidence the school already has (e.g., sensory profiles, sensory diet maps, communication passports, regulation frameworks, environment audits).</li> <li>• Create a simple NAS readiness checklist for classroom teams to self-audit predictability, structure and autism-friendly practice.</li> <li>• Build NAS priorities into learning walks and environment checks (e.g., sensory load, routines, visual supports).</li> </ul>	JW/Pathway Leads	TBC	Clear whole school roadmap towards NAS re-accreditation
<b>Continue to strengthen support, adjustments and inclusive practice for neurodivergent staff across all roles.</b>	More staff are identifying as neurodivergent and need predictable systems, accessible communication and confidence that disclosure leads to support.	<ul style="list-style-type: none"> <li>• Share clear information on reasonable adjustments (quiet spaces, sensory-friendly environments, communication and technology supports).</li> <li>• Line managers use a simple, supportive conversation framework (strengths, needs, triggers, communication preferences).</li> <li>• Make documents and meetings accessible (visuals, clear steps, low sensory load, processing time).</li> <li>• Ensure wellbeing and performance processes are neuroinclusive and predictable.</li> <li>• Record agreed adjustments consistently and review them regularly.</li> <li>• Promote acceptance and openness to reduce stigma.</li> </ul>	CB/SLT/ Line managers	Ongoing	Neurodivergent staff report feeling understood, supported and able to work at their best. Adjustments are applied fairly and consistently. Improved staff wellbeing, retention and confidence

### **SECTION 3 – GENDER EQUALITY (Anti-sexism, equal access, DfE Behaviour expectations)**

<b>Outcome</b>	<b>Issue to Address</b>	<b>Actions</b>	<b>Key Staff</b>	<b>Time</b>	<b>Success Criteria</b>
<b>Challenge gender stereotypes</b>	Gendered assumptions in resources and activities	<ul style="list-style-type: none"> <li>• Gender-neutral language guidance</li> <li>• Review reading books, sensory stories, job roles in curriculum</li> <li>• Build representation into arts projects</li> <li>• Stereotype language decreases</li> </ul>	ED&I lead / SLT	Ongoing	Pupils see men/women/non-binary people in diverse roles
<b>Strengthen support for men and boys mental health and wellbeing across staff teams.</b>	Men may be less likely to seek support, disclose concerns or access wellbeing guidance. Increased clarity, normalisation and proactive support are needed.	<ul style="list-style-type: none"> <li>• Annual wellbeing signposting inclusive of men.</li> <li>• Line managers check workload and wellbeing in supervision.</li> <li>• Promote Wellbeing Champions, external support and OH.</li> <li>• Build confidence to ask for support without stigma.</li> </ul>	ED&I lead / SLT		Men and boys report feeling clearer about how to access wellbeing support. Staff confidence in seeking support without stigma improves, shown through feedback or supervision records.

<b>SECTION 4- PREGNANCY, MATERNITY AND MENOPAUSE</b>					
<b>Outcome</b>	<b>Issue to Address</b>	<b>Actions</b>	<b>Key Staff</b>	<b>Time</b>	<b>Success Criteria</b>
<b>Pregnancy, maternity, menopause support (achieved — maintain and review)</b>	Need to ensure guidance remains consistent, up to date and applied fairly as staffing changes.	<ul style="list-style-type: none"> <li>Re-share the Pregnancy, Maternity and Menopause guidance annually.</li> <li>Review the combined Reproductive Health &amp; Inclusion Policy each year for accuracy and consistency.</li> <li>Check that adjustments are recorded, applied fairly and reviewed at agreed intervals.</li> <li>Ensure new staff and line managers are briefed so practice stays consistent as teams change.</li> <li>Monitor feedback to identify any gaps or updates needed.</li> </ul>	CB	Ongoing	Staff report feeling informed, safe, supported
<b>SECTION 5 – SEXUALITY EQUALITY (LGBTQ+ INCLUSION) (RSHE, safeguarding, SoSafe, representation)</b>					
<b>Outcome</b>	<b>Issue to Address</b>	<b>Actions</b>	<b>Key Staff</b>	<b>Time</b>	<b>Success Criteria</b>
<b>Confident, safe teaching around sexuality</b>	Pupils need representation of diverse relationships	<ul style="list-style-type: none"> <li>RSHE plans updated with specific mapping for MEADOWS / SEAS / LAKES</li> <li>Add resources into sensory stories (family structures, same-sex couples, adoption, fostering)</li> <li>Use simple scripts for staff to respond neutrally to sensitive questions</li> </ul>	Class teachers/ED&I lead	Ongoing	Pupils access accurate, safe information at their cognitive level
<b>SECTION 6 - SAFEGUARDING &amp; SUPPORTING PUPILS AROUND GENDER IDENTITY (Draft DfE Guidance, Safeguarding, RSE)</b>					
<b>Outcome</b>	<b>Issue to Address</b>	<b>Actions</b>	<b>Key Staff</b>	<b>Time</b>	<b>Success Criteria</b>
<b>Staff understand boundaries and expectations around gender identity in line with the DfE Draft Guidance on Gender Questioning Children (2023).</b>	Staff need clear, consistent guidance on safe, lawful and neutral responses.	<ul style="list-style-type: none"> <li>Provide simple guidance for staff on responding neutrally and appropriately</li> <li>Include short CPD scenarios linked to safeguarding and RSE</li> <li>Use consistent scripts and expectations for communication with parents</li> <li>Update relevant policies to reflect the latest DfE guidance</li> </ul>	ED&I Lead / SLT	Annual review	Staff respond safely and consistently Parents informed appropriately
<b>SECTION 7 – RELIGION &amp; BELIEF EQUALITY (SMSC, RSHE, representation)</b>					
<b>Outcome</b>	<b>Issue to Address</b>	<b>Actions</b>	<b>Key Staff</b>	<b>Time</b>	<b>Success Criteria</b>
<b>Pupils encounter fair, respectful representation of different religions and beliefs through SMSC, RSHE and a balanced, inclusive assembly programme</b>	Need a more consistent, accessible assembly framework for Lower School Students.	<ul style="list-style-type: none"> <li>Create a simple, inclusive Lower School assembly plan with clear themes.</li> <li>Ensure assemblies use accessible visuals, routines and communication supports.</li> <li>Link assembly themes to SMSC, FBV and equality aims.</li> <li>Review delivery termly and adjust based on pupil engagement.</li> </ul>	SMSC/RE Leads/ Heads of School	Ongoing	Lower School assemblies follow a consistent, predictable structure. Content is accessible for all pathways (MEADOWS, SEAS). Assemblies clearly support SMSC and equality aims.

					Improved pupil engagement and staff confidence in delivery.
<b>SECTION 8 – INTERSECTIONALITY</b> ( <i>Overlapping disadvantage: disability + ethnicity + gender + trauma</i> )					
Outcome	Issue to Address	Actions	Key Staff	Time	Success Criteria
<b>Identify &amp; reduce intersectional disadvantage</b>	Some learners face overlapping challenges (e.g., ASC + SEMH, disability + poverty, trauma + communication difficulties)	<ul style="list-style-type: none"> <li>• Use sensory profiles + regulation plans + RSE/HSB risk profiles</li> <li>• Review attendance, exclusions, behavioural incidents through intersectional lens</li> <li>• Multi-agency involvement earlier (OT, SALT, CAMHS, Social Care)</li> </ul>	SLT/ Teachers	Ongoing	Improved outcomes in engagement, attendance, regulation and participation