

<b>Written by:</b>	Karen Barbier	<b>Date:</b> November 2025
<b>Approved by:</b>	Dan Hinton	
<b>Next review due by:</b>	September 2026	

## 1. Aims

**At Sandgate School we aim to:**

- **These aims reflect our school values of kindness, respect, belonging and achievement for all.**
- We are committed to removing barriers and promoting equality, fairness and respect, ensuring every pupil, family, staff member and visitor feels included, supported and able to thrive.
- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people with and without protected characteristics.
- Foster good relations across the school community.
- Ensure pupils across MEADOWS, SEAS and LAKES pathways access a curriculum that is inclusive, diverse and appropriate to their communication, sensory and cognitive needs.
- Ensure all staff understand their duties under the Equality Act 2010 and Public Sector Equality Duty (PSED).
- Provide a safe environment where pupils can learn, communicate and regulate effectively.
- Support staff wellbeing and inclusion, including neurodivergent staff, pregnancy/maternity, menopause and men's mental health.

## 2. Legislation and Guidance

This policy complies with:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- SEND Code of Practice (2015)
- DfE Behaviour in Schools (2024)
- RSHE Statutory Guidance (2019, updated expectations 2023–24)
- DfE Draft Guidance on Gender Questioning Children (2023) (*non-statutory but current reference*)
- Keeping Children Safe in Education (KCSIE 2024)
- Human Rights Act 1998
- Ofsted Personal Development & SMSC requirements
- Collective worship requirements (SEND-appropriate application)
- Local safeguarding arrangements (Cumbria)
- This policy complies with the Equality Act 2010 (Specific Duties) Regulations 2011.

**This policy should be read alongside our:**

- Equality Action Plan 2025–2028
- Safeguarding Policy

- Behaviour & Regulation Framework
- RSHE Policy
- Reproductive Health & Inclusion Policy (pregnancy, maternity, menopause)
- SEND Policy
- Accessibility Plan

### **3. Roles and Responsibilities**

#### Governing Body

- Ensures compliance with the Equality Act and PSED
- Monitors Equality Objectives and action plan progress
- Receives annual reports

#### Headteacher / SLT

- Embeds equality across curriculum, behaviour and safeguarding
- Implements Equality Action Plan
- Ensures staff training
- Upholds safe, lawful responses re: gender identity guidance

#### ED&I Lead

- Leads equality work across school
- Supports monitoring of prejudice-based incidents
- Oversees inclusive curriculum planning

#### Pathway Leads / Curriculum Leads

- Ensure curriculum representation and accessibility across MEADOWS, SEAS, LAKES
- Provide termly updates on representation and inclusive practice

#### Staff

- Model respectful, inclusive communication
- Challenge discriminatory language
- Record all prejudice-based incidents
- Follow Equality, Behaviour, Safeguarding and RSHE policies

#### Pupils

- Treated with dignity, fairness and respect
- Supported to contribute views safely

### **4. Eliminating Discrimination**

#### We eliminate discrimination by:

- Ensuring all staff understand indirect discrimination, language expectations and legal duties
- Using a whole-school script for responding to discriminatory or harmful language
- Embedding equality expectations within the Behaviour & Regulation Framework
- Recording all prejudice-based incidents consistently
- Ensuring external partners meet Equality and Safeguarding requirements
- Providing accessible communication, sensory regulation and predictable routines to reduce barriers
- Implementing sensory and emotional regulation strategies across pathways
- Ensuring safe, neutral, safeguarding-led responses to gender identity questions (DfE Draft Guidance, 2023)

### **5. Advancing Equality of Opportunity**

#### We advance equality by ensuring:

- All pupils across MEADOWS, SEAS and LAKES access learning appropriate to their sensory, communication and cognitive needs
- The curriculum includes diverse stories, families, artists, cultures and role models
- RSHE includes same-sex relationships, family diversity and neutral language

- Communication systems (AAC, visuals, sensory supports) are used consistently
- External providers are Equality-compliant and accessible
- Adjustments and support for neurodivergent staff, pregnant staff, menopausal staff and men's mental health are clear and embedded
- Data is reviewed through an intersectional lens (disability, race, poverty, trauma, gender)

## **6. Fostering Good Relations**

We foster good relations by:

- Maintaining a whole-school cultural calendar
- Providing sensory, structured or vocabulary-rich versions of cultural experiences depending on pathway
- Sustaining community links with local groups
- Ensuring representation in displays, resources, assemblies and enrichment
- Keeping families informed through inclusive communication
- Ensuring pupils see themselves and others represented positively
- Responding calmly and consistently to prejudice-based behaviours

## **7. Equality Considerations in Decision-Making**

Sandgate ensures equality is considered when making decisions by:

- Including equality checks in all policies and curriculum planning
- Refer to External Provision Equality Checklist for visits and work experience
- Reviewing learning environments for accessibility, sensory load and communication needs
- Ensuring staff wellbeing processes (including neurodivergent support and reproductive health) are equitable
- Adding equality themes to SLT agendas
- Seeking pupil, staff and family voice through appropriate channels
- We consider equality implications through Equality Impact Assessments (as part of planning trips, policies and key decisions)

## **8. Equality Objectives (2025–2028)**

Our Equality Objectives, drawn from the Equality Action Plan, are to:

1. Ensure consistent Equality compliance across all external partners.
2. Strengthen staff understanding of discrimination, indirect discrimination and inclusive language.
3. Maintain cultural representation and diversity across curriculum pathways.
4. Embed sensory and emotional regulation to improve equality of access.
5. Ensure safe, lawful, neutral responses to gender identity questions.
6. Improve support for neurodivergent staff and men's mental health.
7. Identify and reduce intersectional disadvantage early through monitoring and multi-agency support.
8. These objectives are published on our school website annually

## **9. Monitoring Arrangements**

- Policy reviewed annually by SLT and governors
- Equality Action Plan monitored termly
- Prejudice-based incidents analysed and reported to governors
- External partner compliance audited annually
- Curriculum representation reviewed by curriculum leads
- Staff CPD logs monitored for completion

- PSED annual report published on website

## **10. Links with Other Policies**

This policy links with:

- Equality Action Plan 2025–2028
- Behaviour & Regulation Framework
- Safeguarding Policy
- RSHE Policy
- SEND Policy
- Accessibility Plan
- Staff Code of Conduct
- Complaints Policy
- Reproductive Health & Inclusion Policy
- Curriculum Policies across subjects