

EQUALITY ACTION PLAN 2019-2021

Equality Outcome	Issue to address	Activities	Staff responsible	Time	Success Criteria Coloured text indicates progress as of April 2021
All 9 characteristics	Do our partners and places where children/students engage in learning outside our buildings have an Equality Policy	Audit of external providers and them having a policy	FZ/REW	Summer 2020	We will have full list of places with policies. Any establishment that doesn't have one will be supported/challenged to create one. Not happened yet
	Staff knowledge and understanding of the 9 characteristics and discrimination	CPD delivery in Carousel training	FZ	Autumn 2020	Staff will feel more comfortable with the notion of the 9 characteristics and challenge their own practice. Francis will timetable this for September 2021
	More knowledge/discussion about the issue of equality and how we address it at school	Equalities group set up to meet twice a year to look at policy/action plan/issues Standing item on the Whole School meeting agenda	FZ/REW	Spring 2020	Staff feedback and opinions sought via the optional group. Action Plan review to be shared with all staff and then an invitation to a meeting in May 2021
			FZ/SLT		Staff able to share resources and ideas on a regular basis. Agendas have included this item, but not consistently so need to embed further.
Awareness raising of the 9 characteristics for staff and students	Make information boards on both sites as part of British Values work	FZ/REW	Spring 2020	Boards in place with useful information and advice numbers etc. Noticeboards are now in place on both sites with clear information	

					Advice numbers to be added before Summer 2021
Ethnic Equality	Continue to develop students' understanding of the racial diversity of the UK.	Ensure opportunities are present within termly class work. Assembly rota based around Fundamental British Values and RRSA. Cultural Capital understanding development in the school	Class teachers KB/FZ	Ongoing Spring/Summer 2020	Teachers plans/evidence/displays show opportunities are taken to promote this understanding Links and ideas/resources have been shared by Francis with teachers. Discussed in the Cultural Capital LIP meetings Staff are more aware of Cultural Capital and are promoting its values and tracking its delivery Fully in place on QKS site, but needs embedding with younger groups
	Share how/when /why we report issues of racism	CPD/update in whole school mtg	REW	Spring 2020	No issues have been reported on SOLAR. Any incidents or beliefs shared which need addressing are tackled there and then.
Disability Equality	Review of external accreditation opportunities at 14-19 to ensure equality across the ability range	KS4 and KS5 classes not taking entry level/level1 qualifications to ensure opportunities for further accreditation are under review	AS as LAKES lead and class teachers	Summer Term 2020 Review. Ongoing work to take into account new developments from providers like AQA/C and G and ASDAN	All students 14-19 have an increased opportunity to have their work externally accredited. LIP group now in place to tackle this issue which includes staff and governors.
	Ensure pupils with profound and multiple needs, and others who continue to make very slow progress receive differentiated input within lessons.	Staff research and understand the Engagement Profile, its uses and tracking.	LB/Karen B/ OG and SEAS staff	Training and research from 2019-2012	All staff will understand the Engagement Profile. Staff in SEAS classes will be suitably confident in using and tracking their students in this way. MEADOWS pathway research has begun, sharing resources etc. Covid has impacted the delivery of appropriate sessions across bubbles

		Lesson observations will focus on this development from Autumn 2021 onwards.		Use of the profile September 2020 onwards.	massively and so has Shielding. Lesson obs have not taken place. Profile roll out is now not statutory until Sept 2021. Some Profiles have been undertaken in classes and begun to be recorded on SOLAR.
	Developing consistent use of strategies which support the communication of students with autism. Embed the use of visuals to support freedom of expression and lack of inequality.	TLR's to embed practice and share knowledge and support. Look at NAS accreditation	JM/ AR/ CP all staff SIP group	Autumn 2019 onwards Summer 2020	Visuals used consistently well. Frustrations and poor behaviour decrease as students are more able to regulate and communicate. Use of visuals across school has been highly invested in and is becoming second nature. Helped children and young people during lockdowns and to understand covid more. Understanding of the steps needed to gain the accreditation. LIP group in place with action plan underway
Gender Equality	Potential social isolation of some girls.	Facilitate cross-gender friendships so that girls who are a minority in a class do not become isolated.	Class teachers	Ongoing work	Social and emotional well-being of girls in classes where they are a minority is evident Good staff to student relationships keeps a good picture on this. Isolation due to Lockdowns was combatted by the use of TEAMS and regular home to school contact.
Sexuality Equality	Pupils developing confidence in relation to their sexuality.	Sex and Relationships education to devote adequate time to consideration of same sex	Class teachers	Ongoing work	Pupils can see that same sex relationships are a choice.

	Role out of the So Safe programme	relationships So Safe CPD for staff Embedding the delivery of the programme	KBumby/RC	September 2019 Spring 2020 onwards	All classes have embarked on delivering the programme. Further work to empower staff to aid delivery, especially in the SEAS pathway is needed.
Age Equality	Ensuring our young people are aware of their age-related rights eg voting. Linked to opportunities and Cultural Capital.	PSHEC lessons/curriculum to cover this according to age/stage of young people.	Class teachers	Summer 2020	Evidenced in Cultural Capital Audit Assembly rota is fulfilling this need
Religion/belief equality	Be aware of the specific needs of children and their families in relation to beliefs	Class teacher to ensure families are aware of upcoming events/celebrations. Family requests which will be ongoing(now a spart of transition planning) so receiving classes are aware.	Class teachers	Ongoing work	Staff on each site are aware
Good Relations policy	Ensure our community knows of the work of the school, views it positively and approaches to school for support are met.	Promote effective publicity- Facebook, Westmorland Gazette, website. Deputies support KCP and SLF SENCO/SLRP groups. EIP project to be of high quality	SLT, class teachers	Ongoing work	The school profile is positive, all contacts give positive feedback.
Intersectionality research	Further understanding of the issues faced by people who may be discriminated against in more than one of the characteristics.	Further research into the issues that are faced by people who are challenged in more than one other characteristic.	FZ	Sept 2021	Staff understanding of the issue raises better access to opportunities and removes barriers.