

Equality Information and Objectives Statement

The Quantock Education Trust seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We believe we all have equal rights, but may have different needs.

We link our work on equality to our duties under the Education Reform Act 1988 to provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The Equality Act (2010) was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that it is unlawful to discriminate against students/staff or treat them less favourably because of their gender; race, disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity; marriage or civil partnership or age. The Quantock Education Trust is committed to meeting its duties as set out in the Act and acknowledges that we have a statutory duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

We aim to be inclusive and provide for equal opportunities throughout all aspects of our work and activities.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

1. Roles & Responsibilities

The Trustees review the progress we are making to meet our duties with regard to the protected groups (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief) under the Equality Act (2010).

Our Equality Objectives reflect the Trust's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

The local governors of each school are responsible for the application of this policy and will:

- Ensure that the quality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents

- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Local Governance Committee regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

We welcome the involvement of and feedback from the school community on the information and objectives published.

Our Equality Objectives for 2022-25 are:

- To reduce attainment gaps between groups of pupils by removing barriers to learning, using an evidence informed approach and one that focuses precisely on learners' needs
- To ensure that our pupils experience a high quality RSHE curriculum in line with statutory guidance and that includes the explicit teaching and development of important attributes such as respect, honesty, kindness, tolerance and courtesy
- To ensure that our workplace practices promote fairness, equality and good relations for all colleagues in the context of their role
- To provide an environment that welcomes, protects and respects all people
- To ensure that all children and young people are given the opportunity to make a positive contribution to the life of the school
- To address emerging issues that might arise through the curriculum and other means, to increase student awareness and understanding of the changing world around them

2. Eliminating discrimination

The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings and during training. Where this has been discussed during a meeting it is recorded in the meeting minutes.

3. Promoting equality of access and opportunity

As set out in the DfE guidance on the Equality Act, each school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school extra curricular clubs)

In fulfilling this aspect of the duty, the schools will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

4. School Equality Objectives 2021-25

Haygrove School	
School Context	Haygrove School is a medium-sized secondary school. It has been a specialist language college for some years. The largest group of pupils are of White British heritage, with the rest representing a range of other ethnic groups. A small number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who are supported by education, health and care plans is below average. We are also aware that there are children in our school community who question their gender identity and may express their gender identity in a way that does not conform to stereotypical norms or the sex they were assigned at birth. We are also aware that children in our school may grow up to be lesbian, gay or bisexual. We know that our staff and parents and carers will be represented across all the protected groups.
Objective 1:	We will provide a strategic framework that allows all children to feel valued, their differences are respected and they are able to live with dignity regardless of sexual, cultural and ethnical backgrounds.
Actions:	<ul style="list-style-type: none"> • RSHE curriculum provides a robust and progressive model for promoting this amongst our student body and links education to local and global realities. • We will identify a space in the school display area that promotes equality and celebrates diversity within the context of our whole school approach to Character and the 'Haygrove Way' • We will set up opportunities for children to have a voice on matters of diversity and social inclusion
Success Criteria:	<ul style="list-style-type: none"> • RSHE curriculum plans are in keeping with this policy • Social inclusion/ diversity is seen as a positive addition to the school culture and ethos.
Objective 2:	Ensure that the staff have the proper training, flexibility and enough resources to teach students with diverse needs and learning styles
Actions:	<ul style="list-style-type: none"> • Undertake a review of our training for staff to meet the needs of our school community. • Identify appropriate frameworks for supporting this training.

Success Criteria

- Staff are able to engage all members of our learning community through a more informed approach towards social inclusion.

Sexey's School**School Context**

School Context Sexey's School is a Church of England selective state boarding and day school for boys and girls aged 11-18, with over 650 pupils on roll. Sexey's School aims to provide an appropriate learning experience for all students, whatever their colour, origin, culture, gender, religion or ability. The school has high expectations of all students. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times

Objective 1: Increase the representation of teachers from minority ethnic communities to develop the diversity of the staffing group to further inspire and motivate all students

Objective 2: To ensure staff have the skills, knowledge and confidence to effectively support, challenge and inspire children and young people with SEND so they achieve and make progress in line with their peers.

Spaxton C of E Primary School**School Context**

Spaxton School is a small rural school with 73 pupils and 3 classes. The largest group of pupils are of White British heritage, with the rest representing a very small range of other nationalities. A small number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who are supported by education, health and care plans is below average. The majority of families are not in the low-income group but some are. Many of our families live with one or both of their parents, however we also have children who are looked after by other members of the family. There is very little understanding of cultural diversity and physical disability amongst the children.

Objective 1: To raise the profile of global issues of inequality and injustice in the curriculum so that pupils feel motivated to act as agents of change.

Context

- Whilst pupils have a good understanding of inclusion and equality, the curriculum does not sufficiently raise issues of injustice and inequality (SIAMS, Oct 2022).

Actions:

- Implement the Archbishop's Young Leaders Awards to support children's understanding of social projects and the impact these can have on the wider community.

Success Criteria:

- Children will be motivated to carry out social projects and encouraged to be agents of change within the wider community.

Objective 2: To ensure staff have the skills, knowledge and confidence to effectively support, challenge and inspire disadvantaged pupils so they achieve and make progress in line with their peers

Context

- We are aware of that our disadvantaged children are not achieving or making progress in line with their peers so we need to ensure all staff are aware how to support individuals appropriately to allow this to happen.

Actions:

- Staff to be given access to appropriate training and resources to support disadvantaged children.

Success Criteria:

- Disadvantaged pupils achieve and make progress in line with their peers from their individual starting points.

Stogursey C of E Primary School
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School Context

Stogursey C of E Primary School is a small, rural school. It is rurally-isolated and has a higher-than-average number of families experiencing social deprivation and is part of the West Somerset Opportunity Area to reflect this. The largest group of pupils are of White British heritage, with the rest representing a range of other ethnic groups. A small number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is slightly above average. The proportion of disabled pupils and those who are supported by education, health and care plans is below average. We know that our staff and parents and carers will be represented across all the protected groups.

Objective 1: We will provide a strategic framework that meets our curriculum intent for RSHE including all identified areas that exceed the ambition of national frameworks.

Actions:

- Hold parent consultation to complete work leftover from the COVID pandemic and update policy for LGC to approve.
- Identify quality materials to help children identify abusive relationships.
- Identify how 'Hope not Hate' materials can supplement the current offer and teaching resources.
- Implement materials, fully-training staff to deliver this.

Success Criteria:

- Areas of weakness identified in West Somerset Survey 2021/22 are significantly changed for the better.
- All actions completed by July 2023.

Objective 2: Ensure that children gain an enhanced offer, learning about mental health including the effects of stress and trauma on the mind.

Actions

- Gaps in current small steps for PSHE identified.
- Evolve behaviour policy to the next version based on the work of Paul Dix's follow-up book 'When Adults Change' to enhance the current ethos of Trauma-Informed principles.
- Add in new Trauma-informed resources to look in depth about the effects of stress and how to change toxic stress into tolerable stress.

Success Criteria:

- New behaviour policy in place by April 2023.

- Monitoring shows children know more and remember more about mental health, especially the harmful effects of toxic stress.
- Next safeguarding and wellbeing survey in July 2023 will show children are less worried about stress.

Merriott Primary School

School Context

Merriott Primary School is a small rural school in South Somerset. With 136 pupils on roll, the school actively promotes inclusivity, particularly through its support for students with disabilities, as reflected by the 3.6% of pupils with Educational Health Care Plans—above the national average—demonstrating a strong commitment to meeting the needs of learners with special educational needs or disabilities. While the school serves a demographically stable and relatively homogenous population, with no pupils currently identified as having English as an additional language and a low percentage (6.6%) eligible for free school meals, it remains dedicated to fostering a culture of respect and equity regardless of race, religion, sex, or background and to provide a safe, respectful, and high-quality learning environment where diversity is valued and all pupils are supported to thrive.

Objective 1: To ensure that vulnerable groups of children make excellent progress and the attainment gap between them and their peers closes through targeted use of funding streams e.g., pupil premium, SEN.

Context: In a small rural setting, some pupils—particularly those with SEND or receiving pupil premium—may face barriers to achievement, such as limited access to specialist resources or enrichment experiences.

Actions: Implement targeted academic interventions, 1:1 support where needed, staff training, and carefully monitored use of pupil premium and SEN funding to directly address learning needs.

Success Criteria: Data shows accelerated progress for pupils in vulnerable groups, and internal/external assessments demonstrate a reduced gap in attainment between these pupils and their peers.

Objective 2: To continue to promote an atmosphere of tolerance and respect, including of people with disabilities or of different religious or ethnic backgrounds through the work on British values, which is interspersed through the curriculum.

Context: With limited cultural diversity in some rural communities, it's important to actively foster awareness and respect for a range of backgrounds and experiences.

Actions: Embed British values across the curriculum, celebrate cultural and religious events, run whole-school assemblies and PSHE lessons focused on diversity and inclusion, and incorporate texts and resources that reflect a range of backgrounds.

Success Criteria: Pupils demonstrate understanding and respect for others in discussions and behaviour, as reflected in pupil voice feedback, lesson observations, and behaviour logs showing low incidents of discriminatory language or behaviour.

Objective 3: To ensure that vulnerable groups of children are able to access extra-curricular opportunities through targeted use of funding streams.

Context: Pupils from low-income families or with additional needs may not have the same access to enriching activities outside the classroom, which can affect confidence and social development.

Actions: Use pupil premium and SEN funding to subsidise participation in school trips, clubs, and other extracurricular activities; liaise with families to identify and remove barriers to participation.

Success Criteria: Increased participation of vulnerable pupils in extracurricular activities, tracked via registers; positive impact reflected in pupil confidence and engagement levels.

Haselbury Plucknett C of E Primary School

School Context

Haselbury Plucknett Church of England Primary School, a small and inclusive school in Somerset with 58 pupils, demonstrates a strong commitment to promoting equality in line with the protected characteristics of the Equality Act 2010. With 3.3% of pupils supported by an Educational Health Care Plan, slightly above the national average, the school actively supports students with disabilities and special educational needs. It also serves a diverse socio-economic population, with 26.2% of pupils eligible for free school meals, reflecting its dedication to addressing economic disadvantage. Additionally, 16% of pupils speak English as an additional language, highlighting the school's engagement with linguistic and cultural diversity. Haselbury Plucknett fosters a nurturing, inclusive environment where all pupils—regardless of background, ability, or need—are supported to thrive both personally and academically.

Objective 1: To ensure that vulnerable groups of children make excellent progress and the attainment gap between them and their peers closes through targeted use of funding streams e.g., pupil premium, SEN.

Context: In a small rural setting, some pupils—particularly those with SEND or receiving pupil premium—may face barriers to achievement, such as limited access to specialist resources or enrichment experiences.

Actions: Implement targeted academic interventions, 1:1 support where needed, staff training, and carefully monitored use of pupil premium and SEN funding to directly address learning needs.

Success Criteria: Data shows accelerated progress for pupils in vulnerable groups, and internal/external assessments demonstrate a reduced gap in attainment between these pupils and their peers.

Objective 2: To continue to promote an atmosphere of tolerance and respect, including of people with disabilities or of different religious or ethnic backgrounds through the work on British values, which is interspersed through the curriculum.

Context: With limited cultural diversity in some rural communities, it's important to actively foster awareness and respect for a range of backgrounds and experiences.

Actions: Embed British values across the curriculum, celebrate cultural and religious events, run whole-school assemblies and PSHE lessons focused on diversity and inclusion, and incorporate texts and resources that reflect a range of backgrounds.

Success Criteria: Pupils demonstrate understanding and respect for others in discussions and behaviour, as reflected in pupil voice feedback, lesson observations, and behaviour logs showing low incidents of discriminatory language or behaviour.

Objective 3: To ensure that vulnerable groups of children are able to access extra-curricular opportunities through targeted use of funding streams.

Context: Pupils from low-income families or with additional needs may not have the same access to enriching activities outside the classroom, which can affect confidence and social development.

Actions: Use pupil premium and SEN funding to subsidise participation in school trips, clubs, and other extracurricular activities; liaise with families to identify and remove barriers to participation.

Success Criteria: Increased participation of vulnerable pupils in extracurricular activities, tracked via registers; positive impact reflected in pupil confidence and engagement levels.

St Bartholomew's C of E Primary School

School Context

St Bartholomew's C of E Primary School is a welcoming and inclusive educational institution located in Somerset. Currently, the school caters to a total of 174 pupils. The school prides itself on fostering a nurturing environment that supports academic and social development. A notable aspect of St Bartholomew's is its commitment to equity in education, as demonstrated by its Free School Meals (FSM) statistics. The school has 61 pupils eligible for free school meals, representing approximately 35.0% of the total pupil population. This figure is significantly higher than the national average of 26.4%, reflecting the school's dedication to serving the local community and addressing diverse socioeconomic needs.

In terms of special educational needs, 7 pupils at St Bartholomew's have an Educational Health Care Plan (EHCP), which constitutes about 4% of the school population, slightly above the national average of 3%. This statistic underscores the school's commitment to providing tailored support for children with special educational needs, ensuring that all pupils have the opportunity to thrive. Additionally, the school accommodates pupils with English as an Additional Language (EAL). Currently, there are 2 pupils identified as having EAL, making up approximately 1.3% of the student body, notably lower than the national average of 22.8%. This reflects the local demographic context and indicates that the school serves a predominantly English-speaking population.

In summary, St Bartholomew's C of E Primary School stands out as a dedicated educational establishment that prioritises inclusivity, support for diverse needs, and academic excellence within its community. It continues to strive for improvement while effectively catering to the needs of its pupils and their families.

Objective 1: To raise the profile of global issues of inequality and injustice in the curriculum so that pupils feel motivated to act as agents of change.

Actions:

- To purchase Primary Picture news and incorporate into weekly worships to raise the profile of global issues.
- To introduce a Courageous Advocacy Cup (sponsored by Royal British Legion) termly to be presented to a child/children who act as agents of change.
- To link with GLADE to gain wider resources and ideas to support global learning.
- To introduce a specific Character Curriculum from September 2025 with a clear progression in skills from EYFS to Year 6 and planned time for planned and spontaneous courageous advocacy.

Success Criteria:

- A distinctly Christian Character curriculum will be in place from September 2025 with clear progression of development of the chosen virtues from EYFS to Year 6.

<ul style="list-style-type: none"> Global learning will take place through Collective Worship as well as across the curriculum. Children will be able to give examples of global issues and how they can affect change.
<p>Objective 2: Ensure that the staff have the proper training, flexibility and enough resources to teach students with diverse needs and learning styles. In particular, supporting children with SEMH needs.</p>
<p>Actions</p> <ul style="list-style-type: none"> The school will use bought Education Psychologist hours to train staff on how to support children with SEMH needs. The SENDco and curriculum lead will provide CPD on the EEF 5 a day. Hamish and Milo resources will be purchased to support children with SEMH needs and to use in ELSA. Class Forest School will be introduced. <p>Success Criteria:</p> <ul style="list-style-type: none"> Staff will have clear scripts to follow to support children with SEMH needs. Staff will have the EEF 5 a day SEND strategies grid to ensure consistency of approach across the 4 broad areas of need. Entry and Exit data for Hamish and Milo intervention will show a reduction in 'behaviours' and an increase in 'protective factors'.
<p>Objective 3 & 4:</p> <p>Raise the attainment of SEND pupils in all year groups and diminish the attainment gap with non-SEND and other key groups.</p> <p>Raise the attainment of disadvantaged boys reading and writing in all year groups and diminish the attainment gap with non-disadvantaged boys and girls.</p>
<p>Actions:</p> <ul style="list-style-type: none"> The SENDco and Pupil Premium Lead will work together on the Pupil Premium three year plan. ELSA will use Hamish and Milo resources providing clear entry and exit data. All children from under resourced background will be encouraged to take part in extra-curricular activities and this will be monitored termly. <p>Success Criteria:</p> <ul style="list-style-type: none"> The gap between disadvantaged boys reading and writing in comparison to non-disadvantaged will decrease by at least 10%. At least 75% of children from under resourced backgrounds will take part in extra-curricular activities and there will be clear evidence that action has been taken to remove barriers for all children to be able to take part.

<p>Ashlands C of E Primary School</p>
<p>School Context</p> <p>Ashlands is a small market town school located in Crewkerne. We have 167 pupils and 7 classes. This is reducing to 5 classes next academic year. The largest group of pupils are of White British heritage, with the rest representing a very small range of other nationalities. A small number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is 5% above average. The proportion of disabled pupils and those who are supported by education, health and care plans is below average. The majority of families are not in the low-income group but some are. Many of our families live with one or both of their</p>

<p>parents, however we also have children who are looked after by other members of the family. Across the community, there are limited opportunities to experience and develop an understanding of cultural diversity and physical disability.</p>
<p>Objective 1: To continue to raise the profile of global issues of inequality and injustice in the curriculum so that pupils feel motivated to act as agents of change.</p>
<p>Context</p> <ul style="list-style-type: none"> Whilst pupils have a good understanding of inclusion and equality, the curriculum does not sufficiently raise issues of injustice and inequality (SIAMS, Oct 2022). <p>Actions:</p> <ul style="list-style-type: none"> Implement the Archbishop's Young Leaders Awards to support children's understanding of social projects and the impact these can have on the wider community. Develop weekly display to further highlight and embed the global issues raised by weekly Primary News Worship <p>Success Criteria:</p> <ul style="list-style-type: none"> Children will be motivated to carry out social projects and encouraged to be agents of change within the wider community. Children will further extend discussions and engagement with issues raised by Primary News.
<p>Objective 2: To ensure staff have the skills, knowledge and confidence to effectively support, challenge and inspire disadvantaged pupils so they achieve and make progress in line with their peers</p>
<p>Context</p> <ul style="list-style-type: none"> We are aware of that our disadvantaged children are not consistently achieving or making progress in line with their peers so we need to ensure all staff are aware how to support individuals appropriately to allow this to happen. <p>Actions:</p> <ul style="list-style-type: none"> Staff to be given access to appropriate training and resources to support disadvantaged children. <p>Success Criteria:</p> <ul style="list-style-type: none"> Disadvantaged pupils achieve and make progress in line with their peers from their individual starting points. Staff to be empowered to engage with individual needs and ensure appropriate impactful intervention across personal, social and academic learning

5. Fostering good relations

Assemblies, tutor time and the school's programme of relationships and sex and health education all contribute to students' spiritual, moral, social and cultural development. Students have a clear understanding of right and wrong and the school pursues ambitious equalities strategies, for example in its work on lesbian, gay, bisexual, and transgender issues.

We also aim to foster good relations by:

- Providing annual staff training on aspects of equality and diversity.
- Ensuring the whole school environment and curriculum reflects the diverse community within which we live. We aim for all pupils / students in our school to see themselves reflected in the stories we read, the assemblies we hold, and in our displays and curriculum.

- Giving clear messages about expectations as part of school values and this includes regular assemblies which make use of the Equality Calendar. Reviewing and developing the RSHE Education curriculum so that it provides opportunities to explore values and attitudes, understand similarities and differences and builds understanding of different groups and our own identities.
- Provide opportunities for regular stakeholder feedback to help inform our ongoing commitment to achieving equality for all.

6. Statement Review

This statement was reviewed in November 2022 and will be reviewed every 4 years.