Student Equality Policy
Equality Information and Objectives Statement

POLICY LINKS: SEN/Inclusion Policy, Admissions Policy, Behaviour, Complaints, Exclusions, Data Protection, Anti-Bullying Policy (students), Safeguarding and Child Protection, Attendance, RSHE, Curriculum, Equality and Diversity Policy ,Grievance Policy, Recruitment and Selection Policy, Uniform (School level policy)

DATE: November 2026

POSTHOLDER RESPONSIBLE: CEO

TRUSTEES/GOVERNORS COMMITTEE: Ethos & Education Committee

AUDIENCE: All schools and employees within the Quantock Education Trust

STATUS: Ratified

DATE RATIFIED: 4th November 2026

DATE OF NEXT REVIEW: November 2027

This policy will be reviewed annually for compliance and to reflect changes in legislation or statutory guidance, with a fuller stakeholder review every four years (September 2029)

STATUTORY/NON-STATUTORY: Non-statutory

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1 Introduction

The Quantock Education Trust ("the Trust") is committed to equality, equity, diversity and inclusion, and aims to promote a positive and diverse culture in which all pupils are valued and supported to fulfil their potential, irrespective of any protected characteristic.

Our Values

- **Uniqueness:** We commit to respecting and protecting the diverse and unique qualities of each individual and of each school in our Trust community.
- **Community**: We listen to, influence and play an active role in our communities.
- **Aspiration**: We raise standards and provide opportunity for developing talents in all areas of life.
- **Respect**: We respect and celebrate the value and preciousness of each individual.
- **Equity**: We aim to enrich the unique life opportunities for all, overcoming barriers and achieving goals.

The Trust opposes all forms of unlawful and unfair discrimination, bullying and harassment, and will make every effort to comply with the requirements of the Equality Act 2010 and its subsequent provisions.

The following groups have been identified as key recipients in terms of the implementation of this policy:

- Looked after children or children in need.
- Children with SEND.
- Children at risk of exclusion.
- Children from an ethnic group, including those from Gypsy, Roma, Traveller backgrounds.
- Children missing in education.
- Children with medical conditions affecting attendance at school.
- School age/teenage parents.
- Young carers.
- Children within, or at risk of joining, the criminal justice system (i.e. those at risk of child criminal exploitation).
- Children with mental health issues.
- Children who may be socio-economically disadvantaged
- Children in receipt of free school meals.
- Children living in areas of deprivation.
- Gifted and talented children.
- Children who are questioning their gender
- Children who are lesbian, gay or bisexual.

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors at our schools, and should be read in conjunction with the following trust-wide policies:

- SEN/Inclusion Policy,
- Admissions Policy,
- Behaviour,
- Complaints,
- Exclusions,
- Data Protection
- Anti-Bullying Policy (students)
- Safeguarding and Child Protection
- Attendance
- RSHE
- Curriculum
- Equality and Diversity Policy
- Grievance Policy
- Recruitment and Selection Policy
- Supporting pupils with medical conditions Policy
- Accessibility Plans
- Equality Objectives/Action plans (see appendix 1-8)
- and Uniform (School level policy).

Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or pupils by visitors will also not be tolerated.

2 Compliance

This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality. It has been designed to help the school meet the public sector equality duty to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between those who have a protected characteristic and those who do not.
- Foster good relations between those who share a protected characteristic and those who do not.

We will ensure that we do not discriminate against pupils on the basis of:

- Disability.
- Gender reassignment.
- Pregnancy or maternity.
- Race, colour, nationality, ethnic or national origin.
- Religion or belief.
- Sex or sexual orientation.
- Any combination of those listed above (the protected characteristics).

Staff, Trustees and Governors will:

- Actively promote equity and equality of opportunity in all areas of school life.
- Ensure that members of each school community know their rights and respect the rights of others.
- Aim to ensure that prejudice or discrimination in all their forms are actively rejected.
- Raise awareness of equity and equality issues for all members of each school community, and through our links with the local community.
- Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil their potential regardless of ability, gender, race, disability, religion or sexual orientation.

Equality principles based on the above aims will be embedded in our daily practices, policies and the processes of decision making, including:

- Admissions, induction and attendance.
- Pupils' progress and achievement.
- Pupils' personal development and wellbeing, particularly in relation to safeguarding.
- Parental involvement.
- Working with the wider community.
- Behaviour management.
- Staff recruitment and professional development.
- Curriculum access and participation.
- Teaching styles and strategies.

3 Publication of information and equality objectives

The Trust acknowledges its legal duties to publish information on compliance with the three strands of the public sector equality duty and, in addition, to publish specific and measurable equality objectives.

The Trust will work across its school communities to analyse data and existing practices to set out the actions taken in compliance with the equality duty, and to inform the setting of relevant equality objectives to support the development of each school and its community. These will be set out in each of our schools' equality objectives (see Appendix 1-8).

The information on the equality duty will be updated annually and the objectives every 4 years. The equality objectives are published on the Trust's website.

In order to inform its equality information and objectives, the Trust will collect and review data in relation to:

- Pupil suspensions and exclusions, disaggregated by protected characteristics where possible and appropriate.
- Incidents of bullying, harassment, and discrimination reported, including prejudice-based incidents.

- Pupil outcomes and attainment, reviewed for any patterns across groups sharing protected characteristics; and
- Safeguarding and behaviour data, including bullying, harassment, and abuse, reviewed to identify disproportionate impacts on pupils who share particular protected characteristics.

This monitoring is proportionate and is intended to inform improvement. The Trust will not collect more data than is necessary for this purpose.

4 Roles and responsibilities

The Board of Trustees, via the Ethos and Education Committee has overall responsibility for this policy and for ensuring compliance. The designated senior member of staff with overall responsibility for all equality and diversity matters at each school is the headteacher.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
- Support and participate in any measures introduced to promote equality and diversity.
- Actively challenge discrimination and disadvantage in accordance with their responsibilities.
- Report any issues associated with equality and diversity in accordance with this policy.

As part of their induction, all staff members will receive training on this policy, and will receive appropriate equality and safeguarding training at induction and on a regular basis, thereafter, as required by legislation and statutory guidance**.**

5 Duty to make reasonable adjustments

The Trust will actively seek to make reasonable adjustments where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.

The duty to make reasonable adjustments covers all aspects of school life, including the way the curriculum is taught, classroom organisation, timetabling, access to facilities, clubs and visits, sports and policies.

In making reasonable adjustments, the Trust is required to provide auxiliary aids and services for disabled pupils will proactively consider what a pupil may reasonably require to remove substantial disadvantage. Such aids could include ear defenders, special chairs, adapted text, extra staff assistance, induction loop or infrared broadcast system, an adapted keyboard, or specialised computer software. Staff will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

The key factors the Trust will weigh when considering whether a particular adjustment is reasonable includes, but is not limited to:

- Effectiveness of the adjustment.,
- Cost of making the adjustment and resources available, .
- Practicability of making the adjustment, .
- The impact of the adjustment on the pupil, .
- Health and safety issues, .
- The need to maintain academic, musical, sporting, and other standards; and
- The interests of other pupils and prospective pupils.

The Trust will monitor the physical features of the school's premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the Trust will take steps to improve access for disabled users of the premises. Please see the Accessibility Plan for further information, which can be found on the respective school's website.

Parents should notify the headteacher in writing if they are aware or suspect that their child has a disability, and provide copies of all written reports and other relevant information about their child's disability upon request. The school will also act on information received from the pupil, relevant professionals, or through its own observation. Providing such information will enable the school to support the pupil as much as possible. Confidential information of this kind will only be communicated on a 'need to know' basis. Every school will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

6 Uniform policy

Each school's uniform policy is consistent with this policy. The same uniform policy applies equally to all pupils, irrespective of their gender, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, all schools will consider reasonable requests to alter the uniform; for example, for genuine religious requirements and in making reasonable adjustments for disabled children for example, sensory needs, in order to avoid substantial disadvantage.

Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred to the headteacher. Decisions will be made on a case-by-case basis, having regard to equality duties, health and safety, and safeguarding. Parents may use the complaints process if they are unhappy with the reasons for the decision.

7 Admissions policy, pregnancy and maternity

Admissions criteria are defined under the Trust's admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

The Trust will not restrict the education, benefits, facilities, or services available to a pregnant or breastfeeding pupil, and will not restrict the options available to her. A pupil's access to lessons, extracurricular activities, and school facilities will not be limited on the basis of pregnancy or breastfeeding, save where a pupil-specific risk assessment identifies a genuine and particularised risk that applies to that individual. Any restriction must be based on that individual pupil's circumstances and not on generalised assumptions about pregnancy.

Where a pupil is pregnant or has recently given birth, the Trust will, in consultation with the pupil (and, where appropriate, her parents or carers), consider what individual support arrangements are appropriate. This may include adjustments to timetabling, attendance arrangements, or access to facilities. Any such arrangements will be documented and reviewed as the pupil's circumstances change.

Information about a pupil's pregnancy will be treated as sensitive personal data and handled in accordance with the Trust's data protection policy. Information will be shared only on a need-to-know basis, and with the pupil's knowledge, save where a safeguarding concern requires disclosure in accordance with the Trust's child protection and safeguarding policy.

8 Religious beliefs

The Trust respects the religious beliefs and practice of all staff, pupils and parents, and each school will comply with reasonable requests relating to religious observance and practice wherever possible. An example where a request may be refused is if the religious observance takes place during lesson time. Whilst the school will explore other ways to accommodate the request, such as amended timetabling, this may not be possible.

9 Curriculum delivery

The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying, and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against or victimisation of any pupil in the provision of education or access to any benefit, facility or service, including Assemblies/Collective Worship, assessments, educational trips, work experience and leisure activities.

The Trust recognises and promotes awareness of the possibility of bias (for example, gender or racial), and works to eliminate such bias in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum to avoid stereotypes and bias.

The Trust may take positive action to give pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the needs of the pupils in that group; for example, special language training for groups whose first language is not English.

All pupils are encouraged to work and play freely with and have respect for all other pupils, irrespective of any protected characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the Trust, and pupils are encouraged to question assumptions and stereotypes.

10 Exclusion policy

The decision to suspend or permanently exclude a child is a last resort and will be made in accordance with the Trust's Behaviour and Exclusions policies, which apply to all pupils. Prior to issuing any sanction the school will consider whether the pupil's behaviour is linked to a disability and if so, whether a decision to exclude would be proportionate in the circumstances. As part of that assessment the school will consider the support in place for the pupil in the lead-up to any behavioural incident as well as considering what reasonable adjustments should be made to the application of the behaviour and exclusions policies and any sanctions.

11 Gender reassignment and gender-questioning pupils

The Trust is aware of its responsibilities under the Equality Act 2010 towards students who have confirmed that they are proposing to undergo, are undergoing, or have undergone gender reassignment, noting that medical treatment is not required for a person to have the protected characteristic of gender reassignment.

The Trust will take a sensitive, child-centred approach to pupils who are questioning their gender identity or who have the protected characteristic of gender reassignment, having regard at all times to the welfare of the individual pupil and the welfare of other pupils. The Trust will respect both gender-critical and gender-affirming beliefs held within the school community and will not tolerate bullying, harassment, or discrimination in connection with any such beliefs.

The Trust will not initiate any social transition actions. Where a child or parent or carer requests support in relation to gender identity, including any form of social transition (such as changes to name, pronouns, or presentation), the Trust will only implement any changes following a school-level decision made in accordance with the following process:

- **DSL involvement:** The Designated Safeguarding Lead ("DSL") will be informed and involved in the decision-making process from the outset, as gender-related requests may intersect with safeguarding considerations.
- **Parental engagement:** Parents and carers will be engaged as a matter of priority and their views treated with importance. The Trust will not implement any social transition arrangements without parental knowledge and engagement, save in the exceptional circumstances described below.

- **Exception to parental engagement:** Where staff have reasonable grounds to conclude that involving parents or carers would create a greater risk of harm to the child, the DSL will determine what safeguarding action is appropriate before parents are contacted and before any decision is taken. Any decision to proceed without parental engagement will be documented with clear reasons.
- **Professional advice:** Where appropriate, the Trust will seek advice from relevant professionals, which may include the school's Special Educational Needs Coordinator ("SENCO"), relevant health professionals, or the Local Authority Designated Officer ("LADO") where applicable. The Trust will be alert to the possibility that gender-questioning presentations may co-occur with, or be influenced by, other factors including neuro-developmental conditions, mental health difficulties, or other needs.
- **Cautious approach:** The Trust will take a careful and considered approach, recognising that social transition is an active intervention with potentially significant consequences. In primary schools, support for full social transition will be agreed only in very rare circumstances.
- **Record-keeping:** All discussions, decisions, and the reasons for those decisions will be recorded in writing and stored securely and confidentially. Records will be kept under review and revisited if circumstances change.
- **Review:** Any agreed arrangements will be subject to periodic review. Where circumstances change, the DSL will be informed immediately and arrangements will be reassessed.

The Trust will ensure that its facilities arrangements comply with its legal obligations in relation to biological sex and with its safeguarding duties.

- **Toilets**: The Trust will not permit a child to use toilet facilities designated for the opposite biological sex. Where a pupil does not wish to use toilet facilities designated for their biological sex, the Trust will consider whether an alternative arrangement, such as a self-contained individual toilet, can be provided without compromising single-sex provision or the safety, comfort, privacy, or dignity of the pupil or other pupils. Any such arrangement will be recorded and reviewed regularly.
- **Changing rooms and showers**: The Trust will not permit a pupil aged 11 or over to undress in the presence of a pupil of the opposite biological sex, and will not permit access to changing rooms or shower facilities designated for the opposite biological sex as part of any social transition arrangements. Where a pupil does not wish to use facilities designated for their biological sex, the Trust will consider alternative arrangements that do not compromise single-sex provision, and will keep clear records, communicate appropriately, and review regularly.
- **Overnight accommodation**: The Trust will not permit a pupil to share overnight accommodation with a pupil of the opposite biological sex. Where a pupil does not wish to share accommodation with a pupil of the same biological sex, the Trust will seek to identify alternative arrangements where possible without compromising safety, comfort, privacy, or dignity, and will document those arrangements.

For safeguarding purposes, relevant staff will be made aware of a pupil's biological sex in all cases, and a pupil's biological sex will be recorded accurately wherever it is recorded by the Trust.

The Trust recognises that staff, pupils, and parents hold a range of sincerely held beliefs in relation to gender. The Trust will ensure that all such beliefs are treated with respect. Bullying or harassment of any pupil or member of staff connected with beliefs about gender, whether gender-critical or gender-affirming, will be treated as seriously as any other bullying or harassment. Staff should, where necessary, explain sensitively to pupils the constraints that apply under this policy (including in relation to facilities) and may consider pragmatic approaches, such as the use of a preferred first name, where these can be accommodated within the Trust's legal obligations.

12 Reporting and recording incidents of discrimination and harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to senior staff and recorded as soon as is reasonably possible, which will normally be within 24 hours of the incident. All bullying-related incidents (confirmed or otherwise) will be addressed in accordance with our anti-bullying policy.

13 Implementation, monitoring, evaluation and review

The headteacher is responsible for the day-to-day implementation and monitoring of this policy.

The governing body will receive an annual report on equality-related and will satisfy itself that the Trust is complying with its equality aims and taking appropriate action where patterns of concern are identified.

A copy of this policy document is available for inspection on each school’s premises during office hours, and an electronic copy is posted on our Trust website.

14 Trust 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 pupils/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.

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 2025-2029 are:

1. **Narrow attainment and engagement gaps through precise, data-informed practice**
   Objective: To reduce gaps in attainment, attendance, and engagement between pupil groups (e.g. SEND, disadvantaged, EAL, by ethnicity or gender) by using diagnostic assessment and data-informed approaches, tailoring interventions to specific learner needs.

2. **Champion an equitable, inclusive staff culture that supports development and belonging**
   Objective: To embed a staff culture of fairness, psychological safety, opportunity and equity across all schools and roles, ensuring that workforce development, recruitment and retention practices actively promote inclusion and diversity.

3. **Ensure every school is a safe and welcoming and environment for all**
   Objective: To ensure that the physical, cultural and relational environment of every Trust school affirms and protects the dignity and identity of all pupils, families, and staff — including those with protected characteristics.

4. **Empower pupils to lead and shape inclusive school life**
   Objective: To embed meaningful pupil voice and leadership structures that ensure all children and young people — especially those from underrepresented or vulnerable groups — can shape school culture, policies, and community life.

5. **Proactively address emerging local and global equalities issues through civic leadership and developing a partnership culture with community organisations**
   Objective: Create structures with external stakeholders to enable leaders and colleagues to carry out our civic duty to impact positively on the communities we serve.

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, trustees, 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.

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

Fostering good relations

Assemblies, tutor time and the school's programme of relationships and sex and health education all contribute to pupils' spiritual, moral, social and cultural development. Pupils 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 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.

Statement Review

This statement and associated objectives were reviewed in November 2025 and will be reviewed every 4 years.

Appendix 1 – Ashlands

Ashlands C of E Primary School
Equality Objectives for 2025-2029

School Context

Ashlands is a small primary school in Crewkerne with 147 pupils across 5 classes. The majority are of White British heritage, with a small but growing number of pupils from other nationalities and those who speak English as an additional language. The school is increasingly impacted by pupil mobility. Eligibility for free school meals is 7% above national average. While EHCP numbers are below average, many pupils are on the SEND pathway or observation programmes, this results in a significant level of unfunded need over extended periods, requiring sustained support from staff and resources without additional funding. Many of our families, while not meeting the formal threshold for low income, are impacted by economic instability and financial pressures that affect their daily lives and access to opportunities. Opportunities to engage with cultural diversity and physical disability within the local community remain limited.

Objective 1: Empower Pupils to Recognise and Challenge Injustice

Aim:
Raise the profile of global issues of inequality and injustice across the curriculum so that pupils are empowered to act as agents of change.

Actions:

- Implement the Archbishop's Young Leaders Award to support pupil-led social action.
- Lead the Diocese 'Difference' programme to promote reconciliation, empathy, and respectful relationships.
- Embed themes of justice and diversity into RE, PSHE, and collective worship.
- Use Primary News Worship to spark discussion and reflection on current global issues.

Success Criteria:

- Pupils demonstrate increased awareness of injustice and are motivated to take action.
- Pupil voice reflects engagement with social issues and a sense of empowerment.
- Curriculum and enrichment activities reflect a commitment to diversity and inclusion.

Objective 2: Promote Inclusion and Belonging for All Learners

Aim:
Ensure all pupils, especially those with protected characteristics, feel safe, respected, and included in all aspects of school life.

Actions:

- Use pupil voice and wellbeing surveys to identify barriers and perceptions.
- Embed inclusive language and representation across the curriculum.
- Monitor participation in enrichment, leadership, and pupil voice opportunities.
- Celebrate diversity through themed weeks, assemblies, and curriculum links.

Success Criteria:

- Increased pupil participation and engagement across all groups.
- Pupils report feeling valued and included.
- Curriculum reflects a broad range of identities and experiences.

Objective 3: Address Barriers to Learning for Pupils who may be disadvantaged and those with SEND.

Aim:
Ensure those pupils who may be economically disadvantaged and those with SEND achieve and make progress in line with their peers.

Actions:

- Provide staff with targeted CPD and resources to support individual needs.
- Use data to track progress, attendance, and engagement.
- Implement reasonable adjustments and targeted interventions.
- Regularly review impact with SLT and governors.

Success Criteria:

- Pupils make progress from their starting points.
- Staff feel confident and equipped to support diverse needs.
- Interventions show measurable impact on academic and personal development.

Objective 4: Strengthen Accessibility and Inclusive Practice

Aim:
Ensure school policies, environments, and practices are accessible and equitable for all pupils.

Actions:

- Conduct an accessibility audit of the physical and digital environment.
- Review policies to eliminate indirect discrimination.
- Provide staff training on unconscious bias and inclusive pedagogy.
- Ensure all pupils can access enrichment and leadership opportunities.

Success Criteria:

- Improved accessibility across school systems and spaces.
- Staff demonstrate inclusive practice in planning and delivery.
- Policies reflect equity and fairness for all pupils.

Appendix 2 – Haselbury Plucknett

Haselbury Plucknett C of E Primary School
Equality Objectives for 2025-2029

School Context

Haselbury Plucknett Church of England Primary School, a small and inclusive school in Somerset with 46 pupils, demonstrates a strong commitment to promoting equality in line with the protected characteristics of the Equality Act 2010. With 2.2% of pupils supported by an Educational Health Care Plan, and 28.3% of pupils supported at SEN support level, the school actively supports pupils with disabilities and special educational needs. It also serves a diverse socio-economic population, with 30.4% of pupils eligible for free school meals, reflecting its dedication to addressing economic disadvantage. Additionally, 15% 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, e.g., those who have SEND, those who are economically disadvantaged and who have English as an Additional Language, make excellent progress from their individual starting points , with their needs closely tracked and supported through effective, evidence-based interventions.

Context:
A high proportion of pupils have significant SEND needs, which may make closing the attainment gap challenging. However, the school is committed to ensuring that all pupils make good progress and receive the support they need. The school is also working to improve the deployment of Teaching Assistants (TAs) with a particular focus on intervention provision in line with the Education Endowment Foundation (EEF) guidance, as part of the School Development Plan for 2025-26.

Actions:

- Closely track progress of pupils from vulnerable groups using individualised assessment and monitoring systems.
- Implement structured, evidence-based interventions delivered by TAs, following EEF guidance on effective deployment.
- Provide ongoing staff training to improve inclusive practice and support for EAL learners.
- Use pupil premium and SEN funding strategically to meet identified needs.

Success Criteria:

- Pupils from vulnerable groups make good progress from their starting points, as evidenced by internal tracking and external assessments.
- TAs are observed delivering high-quality interventions with measurable impact.

- Staff confidence and practice in supporting diverse needs improves, as seen in lesson observations and pupil outcomes.

Objective 2: To promote a strong sense of belonging and inclusion for all pupils, particularly those with low attendance, and from vulnerable groups e.g those who have SEND, those who are economically disadvantaged and who have English as an Additional Language.

Context:
Attendance has been below the national average for Primary Schools. A sense of belonging is key to improving engagement and outcomes. This is part of the School Development Plan for 2025-26.

Actions:

- Implement a whole-school "Belonging & Attendance" initiative.
- Develop pupil voice opportunities and leadership roles for disadvantaged pupils.
- Strengthen relationships with families through inclusive communication strategies.
- Celebrate diversity through curriculum, assemblies, and events.

Success Criteria:

- Improved attendance rates, especially among vulnerable groups.
- Increased pupil engagement and participation in school life.
- Pupil voice feedback reflects a strong sense of inclusion and belonging.

Objective 3: To ensure that all pupils, especially those from disadvantaged backgrounds, have access to enriching experiences and extracurricular opportunities.

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 aspiration, confidence and social development.

Actions:

- Use funding to subsidise trips, clubs, and enrichment activities including sports events.
- Build partnerships with local organisations to expand cultural capital.
- Track participation and actively encourage involvement from vulnerable groups.

Success Criteria:

- Increased participation of pupils from vulnerable groups in extracurricular activities.
- Pupil feedback shows improved confidence and aspiration.
- Families report greater engagement and satisfaction with school opportunities.

Appendix 3 - Haygrove

Haygrove School
Equality Objectives for 2025-2029

School Context

Haygrove School is an 11-16 Comprehensive school with approximately 1060 students on roll.
Previously, Haygrove was a specialist language college which has had a lasting imprint on our curriculum with over 50% of students studying a language at GCSE.
The largest group of pupils (83%) are of White British heritage, with 93% of all students identifying as white. 10 % of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is in line with national average at 23%. 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**.**

The proportion of children from non-white heritage is higher than in some other parts of the country and as such exposure to cultural differences needs to be carefully planned for.

Actions:

- 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:

- 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

Staff will need time and guidance how they can best plan for meeting the needs of a population that has not got a significant diversity

Actions:

- Undertake a review of our training for staff to meet the needs of our school community.
- Identify appropriate frameworks for supporting this training.
- Staff are able to engage all members of our learning community through a more informed approach towards social inclusion.

Success Criteria

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

Appendix 4 – Merriott

Merriott Primary School
Equality Objectives for 2025-2029

School Context

Merriott Primary School is a small rural school in South Somerset. With 126 pupils on roll, the school actively promotes inclusivity, particularly through its support for students with disabilities, as reflected by the 2.4% of pupils with Educational Health Care Plans and 19% of pupils supported at SEN support - 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 (7.2%) 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, e.g., those who have SEND, those who are economically disadvantaged and who have English as an Additional Language make excellent progress from their individual starting points , with their needs closely tracked and supported through effective, evidence-based interventions.

Context:
A significant proportion of pupils have SEND, which may make closing the attainment gap challenging. However, the school is committed to ensuring that all pupils make good progress and receive the support they need. The school is also working to improve the deployment of Teaching Assistants (TAs) with a particular focus on intervention provision in line with the Education Endowment Foundation (EEF) guidance, as part of the School Development Plan for 2025-26.

Actions:

- Closely track progress of pupils from vulnerable groups using individualised assessment and monitoring systems.
- Implement structured, evidence-based interventions delivered by TAs, following EEF guidance on effective deployment.
- Provide ongoing staff training to improve inclusive practice and support for EAL learners.
- Use pupil premium and SEN funding strategically to meet identified needs.

Success Criteria:

- Pupils from vulnerable groups make good progress from their starting points, as evidenced by internal tracking and external assessments.
- TAs are observed delivering high-quality interventions with measurable impact.
- Staff confidence and practice in supporting diverse needs improves, as seen in lesson observations and pupil outcomes.

Objective 2: To promote a strong sense of belonging and inclusion for all pupils, particularly those with historical lower attendance (90–95% or less), including those with SEND, neurodivergence, and mental health needs and eligible for free school meals.

Context:
While overall attendance is strong (top 10% nationally), some pupils—especially in the categories listed above and in Years 5 and 6—require additional support to feel connected to school life.

Actions:
Implement targeted belonging initiatives, provide staff training on attendance-related needs, and work with the Mental Health Support Team (Young Somerset) to support mental health and wellbeing.

Success Criteria:
Improved attendance for targeted pupils; increased engagement and sense of belonging; positive feedback from pupils and families.

Objective 3: To continue to promote an atmosphere of tolerance and respect, including of people with disabilities or of different religious or ethnic backgrounds, through curriculum, assemblies, and school-wide initiatives.

Context:
With limited cultural diversity in the local community, it is important to actively foster awareness and respect for a range of backgrounds and experiences.

Actions:
Continue to promote British values across the curriculum, celebrate cultural and religious events, run 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; pupil voice feedback and behaviour logs reflect inclusive attitudes and low incidents of discriminatory behaviour.

Appendix 5 - Sexey's

Sexey's School
Equality Objectives for 2025-2029

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 645 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: Improving the quality of CPD provision so that T&L practice is high quality and adaptive and responsive.

Context

- Against the most recent national data (the January 2025 DfE census shown below) the school identified below the national average % for secondary schools in England for students on both SEN Support (10% v 13%) and for EHCPs (1% v 3%). Across the four broad areas of need the largest group are those with Cognition and Learning Needs (30% v 34%) and Social, Emotional and Mental Health needs just above the national average of (28% v 26%). Communication and Interaction is lower than the national average (22% v 29%) This is because Autism Spectrum Disorder at 7% is less than half the national average for secondary schools which is 16%.
- The P8 and APS gap for disadvantaged students and those with SEND has widened over time. Disadvantaged students now make over a grade less progress than non-disadvantaged students, whilst those with SEND make nearly two grades less progress than non-SEND students.
- For KS5 results analysis this year the incomplete datasets from previous years has hindered insights into key demographic groups, e.g. FSM and SEN.

Actions:

- Use of data for those that may face disadvantage
- Focus on specific students who through analysis of data (nutshell doc) are not making progress.
- Re-visit Every Leader a Leader of SEND training with the senior and middle leadership teams.
- Embed the Identification template in use by leaders to ensure effective articulation of the SEND population and to inform teaching and learning.
- Use the progress element of the Identification template to ensure that the progress of learners with SEND is assessed and reported upon termly via the strategic reporting template.

Success Criteria:

- Gap to all students narrowed for SEN and PP students.

Objective 2: Narrowing the gap between groups of pupils by removing barriers to learning, using evidence informed approaches and focusing on learners' needs.

Context

- Strengthen adaptive teaching and the development of pedagogical approaches to support students who are SEND and identified as disadvantaged is a priority area of development.
- Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well- being generally do not consistently make progress that is in line with their peers and the gap is widening.

A**ctions:**

- Quality assurance of SEND and PP classwork, support and teaching reviewed through termly DDIs.
- INSET days to focus on development of adaptive teaching:
- CPD programme strengthened to ensure that termly professional learning communities are established

Success Criteria:

- DDI and QESR processes indicate improved student standards and progress for SEN and PP students.
- Progress between all students and priority cohorts narrows

Objective 3: Creating an environment that creates a sense of belonging so that children in specific groups that are not yet attending well feel engaged with their learning and want to attend school.

Context

- SEND and PP representation in student leadership and participation within enrichment is low

A**ctions:**

- Track student participation within student enrichment and leadership at all key stages within the school.
- Ensure that barriers inclusion within student leadership body are removed so that all students are encouraged to participate.

Success Criteria:

- Increased diversity and participation within student leadership
- Increased diversity and participation within enrichment

Appendix 6 – Spaxton

Spaxton C of E Primary School
Equality Objectives for 2025-2029

School Context

Spaxton CofE Primary School is a small rural school with 47 pupils across 2 classes. The majority of pupils are of White British heritage, with a small representation of other nationalities. Currently, no pupils speak English as an additional language. The proportion of pupils eligible for free school meals is below the national average, as is the number of pupils with disabilities or those supported by education, health and care plans. While most families are not classified as low-income, some are. Many children live with one or both parents, though some are cared for by family members. There is a limited understanding among pupils regarding cultural diversity and physical disability.

Objective 1: Raise Awareness of Global Inequality and Injustice.

Context

- Although pupils demonstrate a good understanding of inclusion and equality, the curriculum does not adequately address issues of injustice and inequality (SIAMS, Oct 2022).

A**ctions:**

- Use Roots and Fruits to deliver collective worship focused on values, encouraging pupils to recognise inequality and injustice.
- Promote reflection on pupils' societal impact through worship and discussion.
- Integrate British Values throughout the curriculum and collective worship.
- Include diverse texts and resources that reflect a variety of backgrounds.
- Empower Ethos Ambassadors to propose initiatives that promote social change.

Success Criteria:

- Pupils will be inspired to undertake social projects and act as agents of change within the wider community.

Objective 2: Improve attainment for pupils with SEND and/or disadvantage pupils

Context

- Disadvantaged pupils and those with SEND are currently not achieving or progressing at the same rate as their peers.

A**ctions:**

- The SENDCo and Pupil Premium Lead will develop a clear, comprehensive three-year pupil premium strategy.
- Provide staff with relevant training and resources to support disadvantaged pupils.

- Implement evidence-based, targeted interventions to address specific learning needs.

Success Criteria:

- Data will show accelerated progress among pupils with SEND and/or those who are disadvantaged, thereby narrowing the attainment gap.

Objective 3: Increase access to extracurricular opportunities for vulnerable pupils.

Context:

- Pupils from low-income families or with additional needs may face barriers to participating in enriching activities, which can impact their confidence and social development.

Actions:

- Use pupil premium funding to subsidise school trips, clubs, and other extracurricular activities.
- Work closely with families to identify and remove barriers to participation.
- Ensure fair access to leadership roles for all pupils.

Success Criteria:

- Higher participation rates among vulnerable pupils in extracurricular activities, monitored through attendance records; improvements in pupil confidence and engagement.

Appendix 7 – St Bartholomews

St Bartholomew's C of E Primary School
Equality Objectives for 2025-2029

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 154 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.

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: Close the Attainment Gap for Disadvantaged Pupils (PP & SEND)

Why: Data shows persistent gaps in attainment for pupils in receipt of Pupil Premium and those with SEND, especially in KS2 combined scores and phonics.

Actions:

- Implement targeted interventions using gap analysis.
- Continue booster groups and bespoke support.
- Monitor progress through termly data reviews and pupil voice.

Success Criteria:

- Reduce the attainment gap in reading, writing, and maths by at least 10% by 2028.
- 100% of SEND pupils make expected or better progress from their starting points.

Objective 2: Embed Global Citizenship and Courageous Advocacy Across the Curriculum.

Why: Building on our Character Curriculum and Courageous Advocacy Trophy, this supports pupils in understanding inequality and acting as agents of change.

Actions:

- Launch the Character Curriculum in Sept 2025 with progression from EYFS to Y6.
- Use Primary Picture News and GLADE resources in worship and lessons.
- Celebrate pupil-led advocacy projects termly.

Success Criteria:

- All pupils can articulate at least one global issue and how they can make a difference.
- Increased pupil participation in advocacy and community projects.

Objective 3: Strengthen Staff Capacity to Support Diverse Needs, Especially SEMH

Why: SEMH needs are a growing priority, and staff training is key to inclusive practice.

Actions:

- Continue CPD on EEF 5-a-day and trauma-informed approaches.
- Use Hamish & Milo resources, Nurture and outdoor learning to support wellbeing.
- Embed consistent scripts and strategies across classrooms.

Success Criteria:

- 100% of staff trained in SEMH strategies by 2026.
- Reduction in behaviour incidents as detailed in Pastoral Lead reports and improved pupil wellbeing scores through Pupil Voice.

Appendix 8 – Stogursey

Stogursey C of E Primary School
Equality Objectives for 2025-2029

School Context

Stogursey C of E Primary School is a small, rural school. The school population totals 66, with 6 pupils in the nursery. There are two classes, one accommodating Reception and KS1 and the other KS2. The key stage 2 class currently splits in the morning into a lower and upper key stage group for English and Maths, both groups are taught by a qualified teacher. The vast majority of children are of White British Heritage. The number of pupils with EAL is well below the national average. A small number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is in line with the national average at 32%. The number of children requiring SEN support is well above average at 25% which includes 4.8% with an EHCP, close to the average nationally. Whilst the school location level of deprivation is above average the school pupils base deprivation indicator is close to average.

The school is committed to nurturing all children and ensuring that all the children respect and care for others no matter what their cultural background, need or ability.

Objective 1: To ensure that all pupils attend well, particularly those with SEN and who are in receipt of FSM.

Context

The school's attendance figures are below national figures for all children with relative decline over the last two academic years.

Actions:

- Increase the number of events parents attend, to include parental workshops and 'welcome' back events each big term.
- Face to face supportive meetings with parents whose children have declining attendance that cannot be explained by a significant illness.
- Introduce a new attendance reward system that recognizes good attendance in weekly, half term, term and yearly sections.
- To continue to use pupil premium money to support pupils attending after school wrap around care so all pupils feel included and have a good start to the day.
- Meet the SENCO events throughout the year.

Success Criteria:

- Whole school attendance is consistently in-line with national, with the gap closed for FSM and SEN groups.
- Pupil voice indicates that all groups of children enjoy coming to school.

Objective 2: That all groups of children make good progress from their starting points with increasing numbers of SEN pupils achieving ARE.

Actions

- Ensure that suitable targeted interventions are put into place quickly to ensure that all pupils are accessing the full curriculum.
- Use outreach to support those with significant challenges to ensure staff have sufficient expertise to support the needs of all of our children.
- Ensure that personal SEN plans are focused and stepped to ensure good progress with clear success criteria.

Success Criteria:

- Data indicates that pupils who have SEN are progressing well and are increasingly closing the gap between all pupils and those with SEN.

Objective 3: Raise awareness of Global inequality and Justice

Actions:

- Use value led worship to highlight inequality and injustice to pupils so they are able to recognize it.
- Promote reflection on pupils' societal impact through worship and discussion.
- Integrate British Values throughout the curriculum and collective worship.
- Include diverse texts and resources that reflect a variety of backgrounds.

Success Criteria:

- All Pupils will have an understanding of and be able to recognise inequality and injustice.
- Pupils will be inspired to undertake social projects and act as agents of change within the wider community.