

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 2022-23 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 |
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| <p>School Context</p> <p>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.</p> |
| <p>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.</p> |
| <p>Actions:</p> <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 <p>Success Criteria:</p> <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. |
| <p>Objective 2: Ensure that the staff have the proper training, flexibility and enough resources to teach students with diverse needs and learning styles</p> |
| <p>Actions:</p> <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. <p>Success Criteria</p> |

- 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

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.

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| <ul style="list-style-type: none">• Next safeguarding and wellbeing survey in July 2023 will show children are less worried about stress. |
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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.