



Wessex  
Learning Trust

*We Learn Together!*

# Equality Statement and Objectives

## Wessex Learning Trust

### Equality Statement and Objectives

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#### 1.0 Purpose

1.1 This statement reflects the Equality Act 2010 which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous academy policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy the Wessex Learning Trust will fulfil its public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity, and foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only). The guiding principles in this statement refer to all individuals and therefore are equally applicable to pupils, staff, Local Governors, Directors and Members.

1.2 Treating people equally does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

#### 2.0 Guiding Principles

In fulfilling the legal obligations we are guided by the following principles:

- All pupils, staff and parents are of equal value.
- We recognise and respect difference.
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We consult and involve widely.
- We address prejudice and prejudice related bullying.
- Society as a whole should benefit.
- We will publish equality objectives.

#### 3.0 Responsibility of the Wessex Learning Trust Board

The Wessex Learning Trust Board is responsible for:

- Drawing up and publishing the Trust's Equality Statement Policy and Objectives.
- Ensuring that the Trust complies with the Equality Act 2010 and other relevant equality legislation.
- Monitoring the equality statement and progress towards the equality objectives.

- Reviewing and updating this statement and objectives every three years.

#### 4.0 Responsibility of the Local Governing Body

The Local Governing Body is responsible for:

- Agreeing the equality of objectives for their Academy.
- Ensuring that their Academy complies with the Equality Act 2010 and other relevant legislation.
- Complying with the WLT Equality Statement.
- Monitoring progress towards meeting the published equality objectives for the Academy.

#### 5.0 Responsibility of the CEO and Headteachers

The CEO and Headteachers are responsible for:

- Implementing the Wessex Learning Trust equality statement and objectives.
- Reporting to the Trust/Local Governing Body on the delivery of the equality objectives.
- Ensuring that all staff are aware of their responsibilities and receive appropriate training.
- Taking appropriate action in cases of harassment and discrimination, including prejudice-related incidents.
- Enabling reasonable adjustments to be made, in relation to disability, in regard to students, staff, parents/carers and visitors to the Academy.
- Undertaking Equality Impact Assessment when renewing or reviewing policy or practice to ensure full compliance with the Equality Act 2010.

#### 6.0 Responsibility of Staff

All staff employed by the Wessex Learning Trust are expected to:

- Adhere to this Equality Statement and contribute to the delivery of equality objectives for their Academy.
- Actively promote equality and inclusion in their classrooms, amongst students, and colleagues
- Avoid unlawful discrimination.
- Deal promptly with and report any prejudice related incidents that may occur.
- Plan and deliver Schemes of Work and lessons that reflect the Trust's guiding principles.
- Provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g. pupil progress, attendance, bullying, exclusion.
- Engage in equality related training.
- Undertake or support the Equality Impact Assessment processes.

#### 7.0 Promoting Equality

##### General

- The Trust is fully aware of our obligations under the Equality Act 2010 and are strongly committed to ensuring its implementation and that there is no discrimination against any of the protected groups.
- The Trust will publish equality objectives every three years that are reviewed each year.
- The Trust will ensure that all our policies and procedures do not discriminate against any of the protected groups.
- Our Church of England Academies will uphold the Christian values of uniqueness, love, care, compassion, forgiveness, justice and hope.
- Every Academy in the Trust will maintain up to date records of the protected characteristics of our pupils and employees.

- Behaviour Policies in individual Academies will help pupils to develop a standard of behaviour that demonstrates self-respect, self-discipline and respect for others.
- All Academies in the Trust are committed to zero tolerance of all forms of bullying including bullying on the protected characteristics.
- Each Academy will deal promptly with all incidents and complaints of bullying and harassment that may include cyber bullying and prejudice bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation.
- The Trust will ensure that our admission arrangements comply with the Admissions Code
- The Trust will ensure that our Complaints Policy is accessible to all and sets out clear how we deal with any complaints.
- The Trust will aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- The Trust will ensure that clear procedures are in place for staff discipline, conduct and grievance's which do not discriminate against staff.
- All Academies in the Trust will actively challenge, seek to prevent and report all forms of extremism.

### Age

- Each Academy will monitor the attainment and progress of students by year group.
- The Trust recognises that people of all ages can make a positive contribution to the life and work of our Academies.
- The Trust will provide employment opportunities to adults regardless of age.

### Disability

- Each Academy's Special Needs Policy outlines the provision that Academy makes for pupils with special educational needs and disabilities.
- Accessibility Plans for individual Academies strive to create an inclusive approach to the education of our pupils, employment of staff and dignity of visitors.
- Academies in the Trust will support disabled learners and staff in meeting their individual needs.
- Each Academy will make reasonable adjustments to ensure that disabled students are not put at a disadvantage compared to other adults.
- Academies will engage with and consult disabled students, their families and disabled staff on any changes and improvements affecting them.

### Gender Reassignment

- The Trust supports any pupils, members of staff or parents who are undergoing gender reassignment and will respect their gender preferences.

### Marriage and Civil Partnership

- The Trust will respect the choice of any individual's relationship.
- The Staff Absence Policy allows leave with pay for attendance at an individual's marriage or civil partnership.

### Pregnancy and Maternity

- The Trust is aware of the challenges and barriers faced by pregnant students and teenage mothers.
- Individual Academies will provide sensitive and appropriate support to any student who is pregnant or has a baby to enable them to continue with their learning and achieve successful outcomes.

- The Trust has in place policies for maternity and paternity leave and flexible working.

### Race

- Each Academy will monitor the attainment and progress of pupils by ethnicity.
- All our Academies will actively promote and celebrate the ethnic and cultural diversity in all our Academies.
- Individual Academies will identify and address barriers to the participation of particular ethnic groups in learning and other activities.
- Academies in the Trust will encourage the reporting of racism and will always follow up incidents in line with their Behaviour Policy.

### Religion and Belief

- In Church of England Academies the Admissions Policy gives priority to children whose families are practicing members of the Church of England.
- The Trust respects and values people of other faiths and no faith.
- All Academies in the Trust actively promote the spiritual, moral, social and cultural development of pupils.
- In each Academy the curriculum including Religious Education encourages pupils to show tolerance and respect for people of different faiths and beliefs.
- In every Academy we will always challenge prejudices relating to racism and xenophobia including those directed towards religious groups and communities such as anti-Semitism and Islamophobia.

### Sex

- Each Academy will monitor the attainment and progress of all our students by gender.
- The Trust will identify and address issues of underachievement and or participation related to either boys or girls.
- Our Academies ensure that gender stereo types in learning, subject choices, careers advice and work experience are actively challenged and promote positive images.
- The Trust ensures that irrespective of gender all staff are treated equally with regard to pay and promotion.

### Sexual Orientation

- All Academies in the Trust will respect and value the sexual orientation of all its pupils, staff and parents.
- Each Academy will encourage the reporting of homophobic bullying and will always follow up incidents in line with our Behaviour Policy and ABC document.

## 8.0 Relationship to other Policies

This policy relates to the following policies:

- Child Protection and Safeguarding
- SEN
- Behaviour
- Attendance
- Admissions
- Accessibility
- Charging and Remissions

## 9.0 Monitoring and Evaluation

The Executive Group is responsible for monitoring the implementation of this statement and objectives. The equality statement and objectives will be considered annually by Local Governing Bodies. The Wessex Learning Trust will review the equality statement and approve the objectives every three years.

Approved by the Wessex Learning Trust Board: 8/11/16

Review date: November 2019

## Equality Objectives 2016 – 2019

The Equality Act 2010 requires the Wessex Learning Trust to publish specific and measurable equality objectives. Our equality objectives are specified for each Academy and are based on an analysis of data. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.

### **Axbridge C of E First School Academy**

#### **Objective 1: To raise the attainment of disadvantaged pupils that meet the expected standard in phonics in Year 1.**

##### Context

In 2016 fewer than 70% of disadvantaged pupils met the expected standard in phonics in Year 1. The Academy is committed to narrowing this gap by improving the progress and attainment of disadvantaged pupils.

##### Actions

- All teachers to be aware of the need to provide support and to challenge children identified as being 'disadvantaged' to ensure their attainment is raised.
- Careful tracking of identified groups to ensure early support is put in place and the children are challenged appropriately.

##### Success Criteria

80% of disadvantaged pupils to meet the expected standard in phonics in Year 1.

#### **Objective 2: To improve the attainment of boys at EYFS (Early Years Foundation Stage) with a focus on writing.**

##### Context

In 2016 75% of boys achieved a 'good level of development.' The Academy is committed to narrowing the gap between boys and girls in the EYFS by improving the attainment of boys, especially in writing.

##### Actions

- At EYFS 80%+ of boys to achieve a good level of development with an APS (Average Point Score) of 36.
- All EYFS teachers are aware of the need to carefully track boys/girls attainment and provide support and challenge where needed.
- EYFS long term planning to be reviewed to ensure boys and girls interests are well catered for.
- Reception teacher to work closely with the nursery manager to ensure children's learning is well supported from a young age, especially providing opportunities to encourage boys to explore mark making in the early years.

##### Success Criteria

80%+ of boys to achieved a good level of development at the end of the Early Years Foundation Stage.

#### **Objective 3: To improve the attainment of Pupil Premium children to ensure a greater percentage achieve 'greater depth' in Mathematics at the end of KS1.**

##### Context

In 2016 there was an average gap between the attainment of Pupil Premium children achieving 'greater depth' at the end of KS1 in Mathematics compared to non-pupil premium children. The academy is committed to narrowing this gap by improving the attainment of Pupil Premium children.

##### Actions

- All teachers to carefully track identified Pupil Premium children and ensure the correct support and challenge is provided.
- Challenge is carefully planned for to allow a greater percentage of Pupil Premium children to achieve 'greater depth' in all areas of the curriculum.
- Pupil Premium funding is carefully allocated. This is tracked and the impact is analysed termly.

#### Success Criteria

To narrow the gap between the number of Pupil Premium pupils achieving 'greater depth' in Mathematics compared to non PP pupils by raising the attainment of Pupil Premium children.

### **East Brent Church of England First School**

#### **Objective 1: To reduce the gap in progress and attainment between boys and girls.**

##### Context

In 2016 a small group boys in Years 2, 3 and 4 did not make the same progress as girls in R,W and M

##### Actions

- Identify key factors as to why this has arisen and include actions to address these in School Improvement Plan 2016-17.
- Implement appropriate support and intervention.
- Monitor impact of support termly.

#### Success Criteria

Progress and attainment of boys is at ARE+ and in line with girls.

#### **Objective 2: To ensure that all SEN children make expected progress in KS1 and KS2**

##### Context

A small number of SEN children did not make the expected progress in R, W or M

##### Actions

- Pupil progress meetings will take place termly to monitor progress
- Individualised learning programmes for each child are provided and monitored termly
- SENCO liaises with staff and parents to ensure a consistent approach is maintained and monitored

#### Success Criteria

SEN children make improved progress in W and M.

#### **Objective 3: To continue to ensure that disadvantaged children make expected progress in R,W and M**

##### Context

A small group of disadvantaged children did not make the expected progress in R, W and M

##### Actions

- Continue with targeted funding to support individual Pupil Premium children.
- Ensure teachers have an appraisal target that relates to progress of Pupil Premium children.
- Ensure parents of Pupil Premium children are aware that funding is available to support extracurricular activities.
- Ensure that any underperforming Pupil Premium children are closely monitored and raised at termly pupil progress meetings.

#### Success Criteria

Disadvantaged children continue to make progress in line with or above non-disadvantaged children.





## Hugh Sexey Church of England Middle School

### Objective 1: Improve attainment and progress of children with SEND and who are also in receipt of the pupil premium

#### Context

Pupils with SEND and who are PP did not make progress in line with expectations at KS2. Accelerated progress through the 5 term in KS2 needs to be a key focus.

#### Actions

- Termly pupil progress analysis and setting targets with a greater understanding and interpretation of data to identify key focus groups.
- Linked targeted interventions based on PASS assessment and learning audit.
- More proactive use of ILPs to ensure all staff are aware of and implement appropriate strategies.
- Time for staff to embed previous CPD on differentiation.

#### Success Criteria

Improved progress measures by the end of KS2 (SATs) and exit at Year 8 (GL data)

To work towards Pupil Premium pupils with SEND being in line with national progress indicators for English.

### Objective 2: Eliminate unlawful discrimination and harassment by reducing the incidents of bullying/ hostility/name calling, particularly in relation towards pupils who are from a minority ethnic group.

#### Context

We have very few incidents of minority ethnic group pupils experiencing hurtful comments

#### Actions

- Survey attitudes of pupils through circle time and pupil voice activities.
- Review anti-bully policy.
- Develop curriculum work, through timetabled opportunities for discussion and circle time activities in PSHE.
- Employ restorative justice techniques when dealing with incidents which occur.
- Use assembly times to put across positive attitudes towards different groups, e.g. black history month.

#### Success Criteria

Pupil voice and Parent view demonstrate a confidence that the ethos of the school is embedded and pupils feel safe and valued.

### Objective 3: Improve the attainment and progress of boys and narrow the gender specific progress gap

#### Context

Boys progress from their KS1 APS at Year 6 and although reduced at Year 8 is below that of HSMS Girls but above national attainment outcomes.

#### Actions

- Target specific behaviours to praise and keep the reward and consequence systems separate.
- Explore curriculum and attitudes to learning through action research and pupil voice.
- Promote the following elements into lessons and sequences of lessons to strengthen boys' learning through CPD, coaching and lesson observation feedback: Connected Learning, Provide the big picture, Reflection, Success Criteria, Talking, Goals and rewards, Groups, Active Learning, Engagement with Learning.

### Success Criteria

Performance outcomes for boys reflect the impact of this focus, with boys' attainment and progress better than or in line with the national standards.

## The Kings of Wessex Academy

### Objective 1: To reduce the gap between the performance of boys and girls at GCSE

#### Context

In 2016 there was an average gap in progress between boys and girls of approximately 1/3 of a grade at GCSE. This is broadly in line with the national picture but the academy is committed to narrowing this gap by improving the progress of boys.

#### Actions

- All teachers to be aware of the need to provide support and challenge to boys to help them make good progress.
- Mentoring system to provide additional support and challenge to boys to help them achieve or exceed their GCSE targets through regular meetings and attendance at extra sessions.
- 'Boys' Effort League' to help to motivate and engage Year 11 boys who are underperforming through positive praise and rewards.

### Success Criteria

Progress of boys at GCSE is improved so that the gap in progress with girls is narrowed to less than ¼ of a grade.

### Objective 2: To ensure that all SEN students make expected progress at Key Stage 4

#### Context

A small number of SEN students with chronic/acute medical needs educated off site do not make expected progress.

#### Actions

- Inclusion meetings regularly track progress of SEN long term absentees and identify support and appropriate curriculum.
- Individualised programmes of work are provided on line through firefly to enable SEN long term absentees to access curriculum and learning.
- SENCO liaises with parents and external agencies and ensures a plan of personalised support is in place.

### Success Criteria

SEN students with chronic/acute medical needs make expected progress in modified curriculum subjects.

### Objective 3: To continue to ensure that disadvantaged students make progress in line with or above expectations.

#### Context

In 2016 the progress of our disadvantaged students exceeded that of non-disadvantaged students by 0.04 of a grade at GCSE for the first time. We are keen to ensure that we continue to actively support our disadvantaged students so that they can achieve and be successful in life.

#### Actions

- Continue to ensure that Pupil Premium funding is targeted at disadvantaged students.
- Ensure that all teachers have an appraisal target that relates to the progress of Pupil Premium students.

- Teachers to identify clearly the strategies that they are using in the classroom to support the progress of individual Pupil Premium students.
- Ensure that Pupil Premium students are given priority in extra sessions and Easter Revision.
- Provide a Homework Club for Pupil Premium students in Years 9 and 10.
- Continue to provide additional support for Pupil Premium students in English and Maths that require it.

**Success Criteria**

Disadvantaged students continue to make progress in line with or above non-disadvantaged students at GCSE.

**Lympsham Church of England VC First School**

**Objective 1: To reduce the gap in progress and attainment between boys and girls so that girls do not lag behind boys**

**Context**

In 2015 and 2016 boys progress has been consistent and above girls in R, W and M.

**Actions**

- Identify key factors as to why this has arisen and include actions to address these in School Improvement Plan 2016-17.
- Implement appropriate support and intervention.
- Monitor impact of support termly.

**Success Criteria**

Progress and attainment of girls is at ARE+ and in line with boys.

**Objective 2: To ensure that all SEN children make expected progress in KS1 and KS2**

**Context**

A small number of SEN children did not make the expected 3 points progress in W or M

**Actions**

- Pupil progress meetings will take place termly to monitor progress.
- Individualised learning programmes for each child are provided and monitored termly.
- SENCO liaises with staff and parents to ensure a consistent approach is maintained and monitored.

**Success Criteria**

SEN children make improved progress in W and M.

**Objective 3: To maintain the progress and attainment expected of disadvantaged children**

**Context**

Disadvantaged children achieved well and above in R and W 2016

**Actions**

- Continue with targeted funding to support individual Pupil Premium children.
- Ensure teachers have an appraisal target that relates to progress of Pupil Premium children.
- Ensure parents of Pupil Premium children are aware that funding is available to support extracurricular activities.
- Ensure that any underperforming PP children are closely monitored and raised at termly pupil progress meetings.

**Success Criteria**

Disadvantaged children continue to make progress in line with or above non-disadvantaged children

### Mark Church of England First School

**Objective 1: Ensure the % of pupils reaching the expected standard in phonics in Year 1 from 2017 returns to above the national average.**

#### Context

In 2016 the outcomes for the Year 1 Phonic Screening Check were 7% below the national average.

#### Actions

- Early identification of pupils in EYFS and Year 1 who may be at risk of failing the Year 1 Phonic Screening Check without targeted intervention.
- ILPs include targeting gaps in phonic knowledge.
- Targeted intervention planned and monitored by individual teachers.
- Close tracking and monitoring of quality first teaching and data analysis involving senior leaders.
- Regular, focused Pupil Progress meetings.
- Parent partnership developed to support learning.

#### Success Criteria

The % of pupils reaching the expected standard in phonics in Year 1 from 2017 returns to above the national average.

**Objective 2: Raise the attainment and progress of boys across the school in reading and writing so that the gap between boys and girls is reduced.**

#### Context

In September 2016, there was a 10% gap between boys & girls' achieving ARE or above in reading and 22% in writing.

#### Actions

- Continue to develop curriculum opportunities to inspire and motivate boys in writing.
- Target individuals to make accelerated progress.
- Provide early, focused intervention.
- Individual teachers to closely track and analyse progress towards individual targets.
- Develop parent partnership in supporting improved outcomes.
- Audit boys' attitudes to reading and writing to support planning and provision.

#### Success Criteria

The gap between boys and girls in reading and writing is reduced compared to 2016.

**Objective 3: To ensure that all children receiving the Pupil Premium grant make expected progress.**

#### Context

In 2016, progress of a small group of pupils did not make expected progress in reading and writing.

#### Actions

- Individualised learning programmes for each child are provided and monitored termly
- Continue with targeted funding to support individual PP children
- Ensure teachers have an appraisal target that relates to progress of PP children
- Regular, focused Pupil Progress meetings with class teachers, SENCo and Local Governing Body PP/SEND Champion.
- Prioritise funding for leadership role in managing Pupil Premium provision

#### Success Criteria

All pupils receiving the Pupil Premium funding make expected progress in line with national expectations.

## **Weare Academy First School**

### **Objective 1: To reduce the achievement gap between boys and girls at the end of Foundation stage.**

#### **Context**

The achievement of a Good Level of Development is typically in line or better than the average picture, but dipped below average in 2016. Weare Academy is committed to narrowing this gap by improving the progress of boys.

#### **Actions**

- To provide a learning environment which facilitates for the specific developmental needs required to ensure the good progress of boys.
- To provide support, intervention and challenge for boys to achieve or exceed GLD targets.

#### **Success Criteria**

Progress of boys is improved, so that gap is narrowed with girls, and boys achieve a similar picture of a Good Level of Development.

### **Objective 2: To reduce the achievement gap between our Summer Born pupils and their peers in their SATs.**

#### **Context**

The average achievement of Age Related Expectation for Summer Born pupils in 2016 was better than the national average, but less than their peers in school. Weare Academy is committed to narrowing this gap by improving the progress of Summer Born pupils.

#### **Actions**

- To provide support, intervention and challenge for boys to achieve or exceed SATs targets.
- To ensure that early intervention is employed to begin narrowing the gap from the beginning of Foundation Stage.

#### **Success Criteria**

Progress of Summer Born Pupils is improved, so that the gap is narrowed with their peers, and they achieve a similar level of ARE in their SATs.

### **Objective 3: To retain the excellent achievement in Phonic Screening by our Pupil Premium (PP) pupils in 2016.**

#### **Context**

The excellent progress and achievement of our PP pupils was in line with their peers in 2016, due to a commitment of physical and human resourcing to Year One in 2015-16. Weare Academy is committed to sustaining this equality of outcome.

#### **Actions**

- To continue to provide significant and focused human resourcing, enabling targeted intervention, support and challenge to continue the positive impact on progress and achievement for all pupils, including Pupil Premium pupils.

#### **Success Criteria**

Progress of Pupils Premium pupils is in line with their peers or greater in order that their Phonic Screening achievement at the end of Year One continues to be in line with their peers.

## Wedmore First School Academy

### Objective 1: To reduce the gap between the performance of boys and girls at the end of KS1.

#### Context

In 2016 there was an average gap of 10% in the end of year progress score between boys and girls in reading and writing. This was the first year of assessment criteria for Curriculum 2014 and the interim assessment criteria was not published until April 2016. The school was externally moderated by the local authority and judgements validated.

#### Actions

- Teachers to ensure that there are regular opportunities for topic inspired extended writing that will capture the interest of boys.
- Monitor the impact of Read, Write, including phonics and grammar for Reception and Year1 and the subsequent spelling program in Year 2.

#### Success Criteria

Measureable levels of progress and attainment provide evidence of the closing of gaps between boys and girls in KS1 in reading and writing.

### Objective 2: To ensure that all disadvantaged pupils make at least expected progress in reading, writing and maths at the end of each academic year.

#### Context

Analysis of end of year data for 2015-16 shows that a small number of disadvantaged pupils are not making expected progress. We are keen to ensure that we continue to actively support our disadvantaged pupils so that they can achieve and be successful in their future lives.

#### Actions

- Teachers to target pupils not on track and through smart target setting and intervention strategies ensure that pupils make expected progress at the end of each academic year
- Teachers/SENCO (as appropriate) liaise with parents/carers to ensure a plan of personalised support is in place.

#### Success Criteria

All disadvantaged pupils make at least expected progress in reading, writing and maths at the end of each academic year.

### Objective 3: To further improve communication channels so that all stakeholders have easy access to information about and from school and are able to communicate effectively with us.

#### Context

Comments from our parent/carer survey in July 2016 indicate that whilst communication has improved considerably since the previous survey, there are areas that could still be developed further.

#### Actions

- To review and redesign the format and content of our website so that it is easier for all stakeholders to navigate and access information.
- To review other means of communication used e.g. Parentmail, newsletters, hotboards etc.

#### Success Criteria

Feedback from stakeholders indicates that our website is much easier to navigate and next parent survey should indicate that communication in general is more effective.