

9. Equality objectives

Objective 1: By summer 2025

Ensure that anti-racist practice is an integral part of the ethos and practice in our schools and that all staff have a clear understanding of what it means to be anti-racist and how to embed this into their professional practice.

Why we have chosen this objective:

At ETAT we have always fought racism and promoted equality, equity, and inclusivity through education, both within our schools and the communities they serve. We are very proud of our richly diverse school community and as a Trust, we do not tolerate any form of racism or discrimination.

There is compelling evidence of the racial imbalance in our society, including in the areas in which the Trust operates:

- In one area where the Trust operates, over 60% of ethnic minority groups live in areas of economic disadvantage
- Bristol is ranked 7th worst out of 348 districts in England and Wales for inequalities experienced by groups and communities who are racially minoritized.
- A UN report (UN's Working Group of Experts on People of African Decent) has highlighted that a decade of economic austerity measures in the UK has exacerbated racism, racial discrimination and other intolerance which people of African descent encounter thereby eroding their rights
- The Runnymede Trust (2017) demonstrated that groups and communities who are racially minoritized in Bristol experience greater disadvantage than national average in education and employment

To achieve this objective we plan to:

1. Work alongside the organization "Representation matters" founded by Aisha Thomas to create and embed a clear anti-racist strategy for our Trust
<https://www.repmatters.co.uk>
2. From the work with Representation Matters, develop and embed our own framework of anti-racist practice so that there is a deep rooted and effective legacy of our anti-racist approach

Progress we are making towards this objective:

Summer 2023

- Representation matters delivered training on anti-racist practice at staff meetings at each school and a Whole Trust INSET training day. 1:1 sessions with each of the head teachers were also delivered and Aisha met with members from the board of Trustees
- An audit was carried out of each school environment
- School survey was sent out to all members of staff, governors and Trustees
- Working party established to consider the development of a Trust Anti-Racist Framework, which will inform all of the Trust's future work

Summer 2024

- Working party to create a Shared Inclusive language guidance met between January and July. Draft version to be completed in the summer and shared for initial consultation in Term 1 2024.
- Trust Anti-Racist Framework has been completed and shared for initial consultation.

Objective 2: By Summer 2025

For each school to advocate a culture of neurodiversity and have a shared understanding of the aims we aspire to in creating a “core offer” that ensures an inclusive learning environment and high quality teaching to remove or reduce any barriers to children with learning difficulties or disabilities accessing their education

Why we have chosen this objective:

In light of the SEND green paper and the current national context for SEND, we know that numbers of children with SEND are increasing and there are not enough spaces available within specialist provision. We are also aware that families and children experience a huge discrepancy in the quality of provision they receive at SEND support level within mainstream schools, depending on the area they live in. As a Trust we are committed to providing an excellent standard of Inclusive teaching practice within our schools and ensuring clarity for anyone connected with our school about what we can offer to children with SEND.

To achieve this objective we plan to:

Work with staff to agree the aims we are aspiring and publish this as our “core offer” within our SEND information report. Ensure that all members of staff understand and have the training to deliver every aspect of the core offer. Create resources to share with parents and families so they can understand and see examples of each part of the core offer.

Progress we are making towards this objective:

Summer 2023

- First version of Core offer published in SEND information report (working document to be reviewed with staff each year)
- Training delivered on key aspects including whole Trust inset on Word Aware, Colourful Semantics and Zones of Regulation. Individual schools have had additional training according to need.

Summer 2024

- Self-audits were carried out by all teachers before performance development reviews (PDRs) and each teacher asked to identify an area of development to work
- New Trust-wide guidance on High Quality Teaching created and core offer integrated within this document
- Review for next year to continue to ask teaching staff to audit new document and include objectives within PDRS and support staff to complete relevant approach

Appendix one: UNCRC Rights of the child

Article 2 Every child has these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 4 Governments must do all they can to make sure every child can enjoy their rights.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 14 Every child has the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 27 Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 28 Every child has a right to primary education, which should be free. Discipline in schools should respect children's human dignity.

Article 29 Education must develop each child's personality, talents and abilities to the full. It must encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect