

9. Equality objectives

Objective 1: By summer 2024

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 ethnic minorities
- 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 ethnic minorities 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:

- Aisha has led staff meetings at each school and the Education Development team
- Whole Trust INSET training delivered on Anti-racist practice
- Aisha has led 1:1 sessions with each of the head teachers and met with members from the board of Trustees
- Aisha has carried out an audit 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

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:

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