

Bolton Impact Trust Previous Equality Objectives and Progress

The document below outlines The Trust and Individual Academies previous equality objectives which have been achieved. The document outlines the progress which was made towards achieving each objective.

Bolton Impact Trust Historical Equality Objectives				
Trust Level Objectives				
Date objective initially developed	Objective	How will we know it has been achieved	Progress against objective February 2023	Progress against objectives February 2024
December 2021	By February 2022 ensure the leadership team have completed equal opportunity and non-discrimination training.	A central log will be in place detailing the training undertaken by leadership. Staff will demonstrate a better understanding of equal opportunities.	Feb 2022 and May 2022 - All trust and academy leaders attended 2 x equality training sessions delivered by One Education. All leaders are aware of the protected characteristics and take it into account during recruitment. Further equality training planned for leaders and those involved in recruitment throughout 2023.	Further equality training was provided to SLT throughout 2023. Original objective has been achieved and will be replaced by a further trust objective to provide refresher training to all members of the SLT by October 2024
December 2021	Develop a standard equality-training package that will be delivered to all staff across the trust to build their understanding of equality issues and improve their confidence to champion equality, diversity and inclusion for pupils, staff and parents. Training to be completed summer term	Training package will be in place. Equality training will be included in induction for new staff. All staff will have attended the training. Evaluation data will show 90%+ staff feel they have a better understanding.	Feb 2022 - Initial equality training took place with all staff. Feb 2022 - In-depth equality training took place for leaders. Equality training now included in the induction checklist for new staff.	Staff have received equality training throughout 2022 and 2023 and the trust objective has been achieved. Equality training will be an ongoing agenda item for the trust.

	2022 with an evaluation by December 2022		Spring term 2023 - Staff questionnaire completed. Showed an increase in staffs understanding of protected characteristics.	Annual equality training is in place for all staff as part of the mandatory training.
September 2022	In 2022/23 to develop and embed an equality working group across the trust that has a clear purpose and intent and raises the profile of equality, diversity and inclusion.	<p>Equality group will be established and have a clear vision.</p> <p>Equality issues will have a regular forum for discussion.</p> <p>Staff will have a better understanding of the protective characteristics.</p> <p>Equality, diversity and inclusion will be visible throughout our academies and on social media.</p>	<p>Sept 2022 - Working group established with volunteers from across the trust.</p> <p>10th Nov 2022 - Initial meeting to establish core purpose.</p> <p>Summer term 2023 - First equality awareness months to take place (focus on disability and sexual orientation.)</p>	<p>We have established the equality working group which has been amalgamated with the Wellbeing group.</p> <p>This is now established practice and will continue. This objective has been achieved.</p>

Bolton Impact Trust Historical Academy Equality Objectives

Academy Level

Date objective initially developed	Academy	Objective	How will we know it has been achieved	Progress against objective February 2023	Progress against objective March 2024
December 2021	Park School	To Adopt elements of the 'Black Curriculum' through purchasing a diverse resource bank of literary material, including literature books and academic texts to promote valuing diversity and inclusion over the next 3 years	<p>The curriculum plans and delivery of the curriculum will reflect the objective.</p> <p>Pupils will demonstrate increased awareness of the Black curriculum through pupil voice activities.</p>	<p>Two literature texts have been purchased to teach Windrush as part of the KS3 curriculum.</p> <p>We have also purchased two non-fiction texts, one of which, 'Black Heroes', is used across key stage 3 and 4.</p>	<p>This objective has been achieved and the English curriculum has been developed and embedded to include a whole range of diverse texts including the Black curriculum.</p> <p>Pupils have demonstrated through pupil voice and learning walk activities</p>

				Teaching of these texts have been built into the 2022-23 curriculum plans.	they have a greater understanding of the Black Curriculum.
December 2021	Lever Park	By September 2024 ensure we meet the needs of the growing number of pupils with ASD by further developing our nurture provision.	All pupils with ASD will have access to the appropriate resourced provision.	Additional nurture classroom constructed which is separate from main body of school. SEND/senco intervention strategies in place, wobble boards, fidget toys, corner trampoline, and sensory room development.	Barlow Park has allowed us to create an additional 3 classrooms to meet the demand of pupils with ASD. All pupils are accessing appropriate resourced provision. This objective has been achieved.
December 2021	Lever Park	Pupils to have an increased cultural awareness and understanding of diversity within Bolton.	Enrichment books will demonstrate a range of experiences. The curriculum planning will reflect diversity and cultural awareness. Pupil voice with demonstrate pupils have a greater understanding of diversity within Bolton.	Enrichment programme embedded which is tracked through Grid Maker with specific SMSC target Cultural programme includes: Animal welfare – Smithills farm, Guide dogs Religion – Visit to local religious places of worship History – Museums visits, local landmarks and his historical reference. National Trust – Local attractions, e.g. Rivington Pike, Darwin Tower Horwich – Helping people in the local community, volunteering and community action	This objective has been achieved and is evidenced through pupil voice, grid maker and the curriculum plans.
December 2021	Lever Park	Over the next 4 years to continue to develop the curriculum to ensure it meets the needs of the changing	Female pupils will have the same curriculum opportunities as females. This will be shown	All PE lessons accessible to all pupils and offer a range of different activities. Hair and Beauty,	This objective has been achieved. Female pupils at Lever Park have the same curriculum opportunities as male

		<p>population at Lever Park which has seen a growing increase in % of female pupils. To ensure an equality in curriculum opportunities for female pupils</p>	<p>through access to “traditional” males subjects e.g. Motor Vehicle and also through pupil voice activities.</p>	<p>photography and farm are additions to the wider curriculum which appeal to both male and female pupils.</p> <p>Pupil voice activities demonstrates pupils feel a sense of equality within curriculum opportunities.</p> <p>Curriculum intent shows a range of curriculum opportunities.</p>	<p>pupils which is supported via analysis of pupil timetables and via positive pupil voice activities.</p>
December 2021	Forwards Centre	<p>By Sep 22, ensure our curriculum is designed so that pupils are not disadvantaged by entering or leaving at different times of the year. Ensure that we comply with our duties in both the Equality Act 2010 and the Special Educational Needs and Disabilities Regulations 2014 by providing a curriculum that is accessible for those with disabilities or SEN, including those children with SEMH needs.</p>	<p>The Forwards Centre curriculum has been structured to allow each pupil to have individual learning objectives for each subject area, has been taught in a way that matches their needs and the time and space to experience the joy of learning new things at a pace that suits them.</p>	<p>We have a curriculum intent statement which is mindful of the Equality Act 2010 and the SEND regulation 2014. We believe in all our children and our curriculum is designed to enable all pupils to experience academic success so that each child also develops belief in themselves over time. Our intent is to provide a curriculum that is realistic, achievable, relevant and accessible to all. We provide a curriculum structure that is clear and has well-defined end points. The structure allows rigorous baseline assessments to inform the planning of an appropriate curriculum ‘climbing frame’ for each child. Our curriculum then allows children the time and space to</p>	<p>This objective has been achieved.</p>

				<p>climb from a point and at a pace that is right for them and experience the same joy of learning new things that others experience and should be part of every child's life. It is designed so that we can use ongoing formative assessment to track each child's individual progress, treat them as individuals and celebrate their progress on its own merit rather than simply comparing with whole class age related expectations. This individualised approach ensures that no children are disadvantaged due to their academic level, SEND need or what point on their educational journey they are at or what time in the year they arrive. Every child can experience success. The curriculum encompasses not only academic subjects but work on the personal, social and emotional skills needed to help each child overcome personal barriers to being successful in life. To this end, each child's curriculum has a personal provision map based on the well-defined end points from their education and health care plans (EHCPs) or from advice from a range of professionals such as</p>	
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				educational psychologists and occupational therapists.	
December 2021	Forwards Centre	We take full advantage of the opportunities available to provide educational visits that are accessible to all pupils.	All children have the equality of opportunity to access educational visits.	The centre runs a programme of trips and visits both of an educational (e.g. Computing, sport) and cultural (e.g. museums, theatre trips) nature. All children have the opportunity to access those trips and for some children this is the first time that they have experienced an off-site school trip. Robust risk assessment has the aim of ensuring children can access with the right level of support rather than as a reason for not allowing children to attend.	This objective has been achieved
December 2021	Youth Challenge	To work with the Local Authority in ensuring the building is as accessible for all as feasibly possible.	To ensure the accessibility policy is updated by September 2021, with all the actions discussed with the LA included.	The policy was most recently updated in September 2022 and ensures that the site is as accessible as possible.	This objective has been achieved
December 2021	Youth Challenge	To address cultural events through assemblies, event days and the curriculum to prepare our children for a life in a diverse society.	Updated cultural capital diary of events– September 2021 Updated cultural capital policy for the year 21/22 July 2022 – All planned activities are included in all key stage curriculum plans.	Cultural capital is delivered through form time sessions each Monday morning.	This objective has been fully met and is now embedded practice within the academy. In 2022 we earned a gold standard SMSC quality mark in recognition of our efforts to deliver a whole school inclusive curriculum.