

Bolton Impact Trust

Equality Objectives 2026

Under the Public Sector Equality Duty (PSED), set out in the Equality Act 2010, the Trust is required to publish equality objectives that are specific and measurable, and to review them regularly. This page sets out our two Trust-wide equality objectives, the action pillars that underpin them, and how we will measure our progress and impact.

Objective 1: School Level

Focus: pupils, culture and belonging

To cultivate environments of mutual respect and active citizenship across all Trust schools, ensuring every pupil, regardless of background or setting, experiences a strong sense of belonging and contributes positively to their school and wider Bolton community.

Each school designs its own localised action plan against three shared pillars, choosing the activities that best suit its pupils' needs.

Pillar 1 — Inside the School: Culture & Respect

Goal: Reduce identity-based discrimination, prevent bullying, and ensure pupils respect diversity.

Examples: *Peer-led anti-bullying ambassadors, pupil-led cultural celebration days, restorative practice sessions.*

Pillar 2 — School to Community: Active Citizenship

Goal: Get pupils outward facing and actively contributing to the town of Bolton.

Examples: *Charity drives, hosting local primary schools for sporting or vocational events, litter picking and local volunteering.*

Pillar 3 — Community to School: Perception & Inclusion

Goal: Ensure parents, neighbours and local employers feel connected to, and positive about, the academy.

Examples: *Multicultural community evenings, termly parent forums, showcasing pupil artwork.*

How We Will Measure Progress and Impact

Metric area	What we track	Trust target	Data source
Inclusivity & Safety	Identity-based CPOMS logs (racist, homophobic, sexist, misogynistic language/incidents).	Year-on-year reduction in logged incidents.	CPOMS / Arbor logs
Pupil Belonging	Annual pupil survey: “Do you feel you belong, and are you respected for who you are in this school?”	Increase in positive responses year-on-year from baseline.	Annual Trust Pupil Survey
Community Perception	Annual parent survey: “Do you feel your school is a positive part of, and respects, the local community?”	Baseline established in Year 1; upward trend in Year 2.	Annual Trust Parent Survey
Social Value	Pupil participation in outward-facing community or active-citizenship projects.	100% of stable-cohort pupils participate in at least one project per year.	Academy Tracker

Objective 2: Trust Level

Focus: our workforce, equity and belonging at work

To cultivate a Trust-wide workplace culture anchored in equity and psychological safety, ensuring that all staff — regardless of identity, role, or academy setting — experience a profound sense of belonging, feel safe to bring their authentic selves to work, and have equal pathways to thrive.

This objective addresses our workforce directly. Under the PSED, the Trust has a legal duty to eliminate discrimination, advance equality of opportunity, and foster good relations within our staff team. With colleagues facing very different day-to-day environments — from mainstream classrooms to intensive SEMH and AP settings — ensuring every member of staff feels safe, valued and psychologically secure is central to retention, wellbeing and school culture.

Pillar 1 — Voice & Safe Expression

Goal: Create safe channels for staff to raise concerns, speak up about workplace culture, and challenge bias without fear of reprisal.

Examples: *Strengthened staff equality working groups; EDI check-ins embedded in briefings and supervision.*

Pillar 2 — Equity in Growth & Development

Goal: Ensure internal progression, leadership opportunities and CPD are transparent, unbiased and accessible to all staff groups, including support staff, part-time staff and those with health conditions.

Examples: *Blind shortlisting for internal posts; targeted leadership mentoring for underrepresented groups.*

Pillar 3 — Inclusive Allyship & Wellbeing

Goal: Support staff, promote respectful workplaces and address wellbeing needs early.

Examples: *Staff training on psychological safety and neurodiversity in the workplace; physically inclusive and welcoming staff spaces.*

How We Will Measure Progress and Impact

Metric area	What we track	Trust target	Data source
Psychological Safety	Annual staff survey: “If I raise an issue regarding equity or fairness in my school, I feel confident it will be addressed properly.”	Establish a strong positive baseline; year-on-year growth.	Annual Trust Staff Survey
Everyday Belonging	Annual staff survey: “I feel valued for who I am by my colleagues and leadership team, and I do not have to mask my identity.”	Achieve over 85% positive agreement across the Trust.	Annual Trust Staff Survey
Workforce Equity	Disproportionate representation in grievances, disciplinarys, or exit interviews related to culture.	No trends indicating specific groups (e.g. support staff, minority backgrounds) are disproportionately unhappy.	Trust HR Logs
CPD Accessibility	Demographic breakdown of staff accessing internal promotions, training, or leadership courses.	Participation rates match the wider Trust staff demographics.	Trust Training Tracker

Review

These objectives are reviewed annually by the Trust Board. Progress against each measure will be reported through our annual equality information and objectives review, published on this page.

Annual Progress Report

At the end of each academic year, the Trust will publish a summary of progress against both equality objectives, using the metrics set out above. This section will be updated annually.

Academic Year: 2026–27

Objective 1 — School Level: Progress Summary

Metric area	Progress achieved	RAG rating	Commentary / next steps
Inclusivity & Safety			
Pupil Belonging			
Community Perception			
Social Value			

Objective 2 — Trust Level: Progress Summary

Metric area	Progress achieved	RAG rating	Commentary / next steps
Psychological Safety			
Everyday Belonging			
Workforce Equity			
CPD Accessibility			

Overall summary of progress and impact
