

How we are complying with our public sector equality duty

March 2024 (Approved by Trust Board)

1. What we are doing to eliminate discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010.

The Bolton Impact Trust will not tolerate any form of discrimination, harassment or victimisation. As a trust, we ensure that this is evident within all of our trust, staff and pupil policies and procedures including our recruitment processes, these policies can all be found on our website. Each academy, and The Trust as a whole, has a set of equality objectives and a number of these objectives aim to eliminate discrimination, harassment and victimisation. The Trust has worked with our HR provider to develop equality training for staff, leaders, governors and trustees with the aim to improve knowledge and understanding of eliminating instances of discrimination, harassment and victimisation. This includes training on the appropriate application of trust policies such as attendance management and recruitment. This training is embedded and reviewed regularly.

The development of a trust equality, diversity and inclusion group (EDI) ensures, as a trust, we are working to address any issues and promote knowledge and understanding of each of the protected characteristics. Equality issues are monitored at a trust level by the Director of Academy Operations. This ensures we respond to issues and address them consistently and sets out a culture of commitment to dealing with any equality related issue.

Equality issues are discussed at local governing body meetings and trust meetings. Records of these can be found on minutes of the meetings which are available on the website.

2. What we are doing to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.

Each of the academies within The Trust take pupils from across the borough who have been excluded from mainstream school or are unable to attend mainstream school due to a range of complexities including physical health, mental health or complex behaviours. The majority of our pupils arrive at the The Trust with a lack of identity and feel excluded from their schools, communities and friendship groups and with a poor experience of education and school life. Therefore, our main role is to allow all pupils to develop a sense of identity, belonging and inclusion through an accessible offer for all. Through our curriculum and our work with parents and the communities, pupils are given the opportunities and support to explore their sense of identity and develop a sense of belonging. All pupils at the The Trust are given a curriculum that meets their needs including any pupil with a protected characteristic. This ensures all pupils have an equal access to school life.

Comprehensive screening and baselining takes place with all pupils on arrival at The Trust which allows us to identify gaps in learning and where participation in school life is low. This could be due to an academic disadvantage or a social disadvantage. We pride ourselves on developing a personalised offer to meet the needs of all pupils and work to advance equality of opportunity for them with their peers.

Embedded systems are in place through our recording and analysing systems to ensure we use data and information to identify any concerns within each of our academies concerning pupils with a protected characteristic. Strong safeguarding systems at academy and trust level are in place to identify any bullying, discriminatory, prejudice or derogatory behaviours. This data is collected and analysed to ensure appropriate response are put in place to address any emerging issues, this could include specific 1-1

interventions, group work or adaptations to the curriculum. This data is presented to governors and trustees so they can understand patterns in discriminatory behaviours. Our curriculum intent statements which can be found on our website demonstrate how we cover equality within our curriculum.

3. What we are doing to foster good relations across all protected characteristics.

Fostering good relationships across all protected characteristics is a crucial part of our everyday work. Many of the pupils who arrive at The Trust struggle with relationships therefore this forms a key part of our curriculum within each of the academies. Our PSHE, RS and beliefs curriculum promotes tolerance, friendship, understanding of a range of religions and cultures and developing positive relationships. Our wider school curriculum for example, the texts used within English, the enrichment activities and the community work which takes place focus on developing good relationships within school and the wider community. Visits to places of worship and collaboration with those who have a protected characteristic form a valuable part of our curriculum. The curriculum is designed to allow pupils to better understand what good relationships look like between their peers, parents, partners, communities and those with different protected characteristics and to give them experiences to apply what they have learnt within real life situations both inside and outside of school.

Ensuring we remain up to date with local contextual issues allows us to adapt the curriculum when needed to respond to key issues for example tension between particular groups.