

How we are complying with our public sector equality duty

September 2026

This statement explains how Bolton Impact Trust meets its obligations under the Public Sector Equality Duty (PSED), set out in the Equality Act 2010. It updates our previous statement (March 2024) to reflect the Trust's current structure. Bolton Impact Trust now includes a mainstream primary school and a mainstream secondary school, alongside our special and alternative provision (AP) academies, and this statement reflects how we meet our duty consistently across all our settings.

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

Bolton Impact Trust will not tolerate any form of discrimination, harassment or victimisation. As a trust, we ensure this is evident within all our trust, staff and pupil policies and procedures, including our recruitment processes; these policies can all be found on our website.

The Trust has two shared, Trust-wide equality objectives. One focused on our schools and one focused on our workforce, which apply consistently across every academy, whether mainstream, special or alternative provision. Several of the actions that sit under these objectives aim specifically to eliminate discrimination, harassment and victimisation. Our equality objectives, and how we measure progress against them, are published on our website.

The Trust provides equality training for staff, leaders, governors and trustees, with the aim of improving knowledge and understanding of eliminating instances of discrimination, harassment and victimisation. This training is embedded and reviewed regularly and is delivered consistently across all our academies.

The development of a trust staff engagement group creates a forum for equality, diversity and inclusion matters to be discussed openly and honestly and acted upon at trust level. Equality issues are monitored at a trust level in line with our Equality Policy, with day-to-day oversight delegated to each Headteacher and local governing bodies, and trust-level oversight held by the Deputy CEO. 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 in the 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

Bolton Impact Trust's academies now serve a broader range of pupils than in previous years, spanning mainstream primary and secondary education as well as special and alternative provision. While the needs of our pupils vary considerably across these settings, our commitment to advancing equality of opportunity, and to ensuring every pupil has equal access to school life, applies consistently across the whole Trust.

In our mainstream primary and secondary schools, all pupils access a broad and balanced curriculum, with reasonable adjustments and additional support in place for pupils with a protected characteristic where this is needed — for example through SEND provision, pastoral support or targeted interventions — so that no pupil is disadvantaged because of who they are.

In our special and alternative provision academies, many pupils arrive having previously been excluded from mainstream school or being unable to attend mainstream school due to a range of complexities, including physical health, mental health or complex behavioural needs. For these

pupils, a central part of our work is helping them develop a sense of identity, belonging and inclusion, often through a more closely personalised curriculum and pastoral offer, built around individual need.

Across every academy in the Trust, comprehensive screening and baselining takes place with pupils on arrival, allowing us to identify gaps in learning and any areas where participation in school life is low, whether this stems from academic disadvantage, social disadvantage, or both. Each school then develops an offer appropriate to its context and cohort to advance equality of opportunity for pupils with a protected characteristic alongside their peers.

Embedded recording and analysis systems are in place across the Trust 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, prejudicial or derogatory behaviours. This data is collected and analysed so that appropriate responses can be put in place to address any emerging issues; depending on the school and the need, this could include whole-class or whole-school approaches, 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 across the Trust.

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 across every academy in the Trust. In our special and alternative provision settings, many pupils arrive having struggled with relationships and rebuilding these forms a key part of the curriculum. Across all our schools, mainstream and specialist alike, our PSHE, RS and beliefs curriculum promotes tolerance, friendship, understanding of a range of religions and cultures, and the development of positive relationships.

Our wider school curriculum, for example, the texts used within English, enrichment activities, and community work, focuses on developing good relationships within school and the wider community across all our academies. Visits to places of worship, and collaboration with those who have a protected characteristic, form a valuable part of our curriculum in every setting. 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 in 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 where needed, in any of our schools, to respond to key issues, for example tension between groups.