

Bolton Impact Trust Equality Objectives

The Bolton Impact Trust is a diverse organisation, where people from many different backgrounds and cultures work together. The Trust, its academies and its partners have a longstanding commitment to celebrating this diversity, promoting good relations between our diverse communities, and ensuring that its services are appropriate and accessible for everyone.

We are committed to improving equality and the objectives below set out our focus as a trust and within each individual academy.

The trust objectives arch across each academy and the academy objectives reflect their individual needs and priorities. Below are our current equality objectives as of March 2024. Some of these are ongoing objectives which were initially set in January 2022 and some are new objectives as of March 2024.

An overview of our past objectives and progress against them can be found on a separate document on our Trust website.

Date initially developed	Academy	Objective	Reason for choosing the objective	How it will be met	Person responsible	Update
December 2021 to be completed by December 2024	Trust	By December 2024 to have undertaken an analysis of recruitment data and trends (including governors and trustees) regarding race, gender and disability to give us a better contextual understanding of staffing across the trust and identify areas where we may be underrepresented.	Bolton Impact Trust wants to ensure it is a diverse organisation that is representative of the people it serves. A review of the data will allow us to identify if we need to review our recruitment processes to ensure they are diverse and attract people from a range of backgrounds.	A review will have taken place. Underrepresentation (if any) will have been identified. Governors and trustees will have been updated with the findings.	R. Leonard/ V.Gavin	September 2022 - Every HR system in place to allow us to collect the data. Trust staff to receive training on the Every system so data can be collected (Spring term 2023) March 2024 - Data has been collected but analysis has not yet been completed.

<p>March 2024 to be fully embedded by March 2028</p>	<p>Trust</p>	<p>To ensure appropriate equality training is delivered to all staff every academic year relevant to their roles and responsibilities. This will include general whole staff update training and higher level refresher training for leaders including governors and trustees.</p>	<p>By ensuring appropriate equality training is embedded annually for all staff and leaders we will ensure staff are aware of their equality responsibilities and have a good understanding of how equality applies to them in their role.</p>	<p>An annual training schedule will be in place each academic year.</p> <p>Staff and leaders will have completed the necessary training.</p> <p>Staff and leaders will demonstrate a good understanding of equality responsibilities evident through questionnaires/quizzes.</p>	<p>R Leonard/ V Gavin</p>	
<p>March 2024 to be fully embedded by July 2026</p>	<p>Forwards Centre</p>	<p>To implement the Forwards Centre 5 Over the next 2 academic years to raise pupils awareness of the protected characteristics and allow them to develop a better understanding and improved tolerance and acceptance of peoples difference.</p>	<p>Contextually pupils attending the Forwards Centre struggle to accept differences.</p>	<p>The Forwards Centre 5 will be developed, implemented and embedded as part of the schools personal development curriculum. We will ensure it includes relevant content exploring the protected characteristics in an age appropriate, accessible way.</p> <p>We will measure the impact through:</p> <ul style="list-style-type: none"> • Reviewing the planning documents to ensure it includes appropriate content around protected characterises, acceptance and 	<p>Academy Lead</p>	

				<p>tolerance of differences</p> <ul style="list-style-type: none"> • Reviewing pupils work and books to evidence impact of improved understanding • Conducting pupil voice activities to evidence impact of improved understanding 		
March 2024 to be completed by March 2028	Forwards Centre	Over the next 4 years improve accessibility around the whole of the centre by either replacing the current lift or exploring ramp options so all pupils, parents and staff can access all areas of the school.	Currently only half of the building including the playground is accessible for those requiring additional assistance e.g. pupils, parents, staff in wheel chairs. We want the whole building to be inclusive so all resources can be accessed.	The adaptations to the building will have been made and accessibility will have been addressed to all areas.	Academy Lead	
February 2023 to be embedded fully by September 2025	Youth Challenge	Over the next 2 years ensure the KS3 & KS4 curriculum represents diversity in its content and ensure pupils are able to demonstrate a greater understanding of diversity related to the full range of protected characteristics.	Contextually pupils attending Youth Challenge struggle to accept differences. It is important we have a curriculum which is reflective of the diverse community we live in and teaches pupils about respect and tolerance of all protected characteristics.	The curriculum for English humanities and enrichment will have been reviewed and developed and will demonstrate it features authors from different backgrounds and explores the experiences of people from a variety of cultures reflective of the range of protected characteristics.	Academy Lead	March 2024 - The whole school curriculum has been under development and equality has been taken into account. An improved range of texts have been selected in English to cover a range of equality issues and the teaching of equality and protected characteristics has been made explicit in the PHSE curriculum .

				Book scrutiny and pupil voice around the protected characteristics		
December 2021 to be embedded by July 2025	Park School	Over the next 4 years to extend extracurricular activities to incorporate visits to culturally diverse landmarks that promote and reflect a diverse curriculum teaching.	Bolton is a diverse community and many of the pupils at Park School have missed out of opportunities in mainstream school to learn about the range of cultures within Bolton. It is important we build in these experiences so our pupils have a rich cultural understanding of the community in which they live and the wider world.	<p>Park school will have a coherent planned curriculum identifying a series of visits to a diverse range of settings.</p> <p>Pupil voice activities will demonstrate pupils are experiencing new cultural experiences that they haven't previously encountered.</p> <p>Pupil voice activities will show pupils have an increased cultural understanding.</p>		<p>September 2022 - Unfortunately, due to COVID, progress towards this target has been limited. Some diverse landmarks have been explored via the internet e.g 'Nanny of the Maroons, Boudica. We are continuing to build on this throughout 2023.</p> <p>March 2024 – RS has been introduced to the curriculum and is now coherently planned, a specialist RS teacher has also been appointed to the school in January 2024 who will now lead on the further development of this objective.</p>
March 2024 to be fully embedded by January 2026	Park School	Over the next 2 years ensure the KS3 & KS4 curriculum represents diversity in its content and ensure pupils are able to demonstrate a greater understanding of diversity	It is important we have a curriculum which is reflective of the diverse community we live in and teaches pupils about respect and tolerance of all protected characteristics. The majority of Park School pupils have missed significant	The curriculum for English humanities and enrichment will have been reviewed and developed and will demonstrate it features authors from different backgrounds and explores the experiences of people from a	Academy Lead	

		related to the full range of protected characteristics.	amounts of schooling and it therefore important our curriculum develops their understanding of the world around them.	variety of cultures reflective of the range of protected characteristics. Book scrutiny and pupil voice around the protected characteristics		
March 2024 to be fully embedded by January 2026	Lever Park	Over the next 2 years ensure the KS3 & KS4 curriculum represents diversity in its content and ensure pupils are able to demonstrate a greater understanding of diversity related to the full range of protected characteristics.	It is important we have a curriculum which is reflective of the diverse community we live in and teaches pupils about respect and tolerance of all protected characteristics. The majority of pupils at Lever Park have had struggles with understanding and accepting differences therefore it is important our curriculum addresses these issues and works to develop pupils understanding and tolerance.	The curriculum for English humanities and enrichment will have been reviewed and developed and will demonstrate it features authors from different backgrounds and explores the experiences of people from a variety of cultures reflective of the range of protected characteristics. Book scrutiny and pupil voice around the protected characteristics	Academy Lead	