

Bolton Impact Trust Equality Policy and Guidance

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Document Control	
Title	Bolton Impact Trust Equality Policy and Guidance (March 2023)
Supersedes	Trust Equality Policy and Guidance (November 2021)
Purpose	To comply with obligations placed on schools and academies under the Public Sector Equality Duty detailed in S149 of the Equality Act 2010 and the supporting Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.
Related Policies	Equality is integral to all aspects of school life and equality implications must be considered whenever any school policy is being developed, updated or reviewed. This model policy is therefore relevant to all school policies. It is highly relevant to the following pupil policies: - Admissions Policy, Anti bullying Policy, Behaviour Policy, Curriculum Policy, Exclusions Policy, Safeguarding Policy, SEND Policy, Relationships Education and RSE Policy and the School Development Plan. It is highly relevant to the following Staff policies: - Appraisal Policy, Attendance Management Policy, Capability Policy, Disciplinary Policy, Grievance Policy, Flexible Working Requests Policy, Leave of Absence Policy, Pay Policy, Recruitment Policy) and Redundancy and Restructures Policy
<p>Under the public sector equality duty, all schools must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools must take into account equality considerations when policies are being developed, adopted and implemented. One Education's HR and People team regularly reviews all policies and procedures which are recommended to schools to ensure compliance with education and employment legislation including the Equality Act 2010. Engagement and consultation with schools are important parts of this review process. Headteachers, Principals and Governing Bodies are asked to contact the HR and People team via the HROne Helpline if they believe there are any negative equality impacts in their school in relation to the provisions of this policy or in relation to its application. Schools should also contact the HR and People team if they support in accessing this policy in a different format.</p>	

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1. INTRODUCTION AND SCHOOL COMMITMENT

- 1.1 The Equality Act 2010 (“the Act”) applies to all schools. The Act created a single legal framework to protect individuals with protected characteristics from different types of unlawful discrimination, harassment and victimisation. It also created a Public Sector Equality Duty (“PSED”) which is made up of a general equality duty supported by specific equality duties. The PSED applies to all public bodies including schools.
- 1.2 The general duty is set out in S149 of the Act and requires schools to have **“due regard” to the need to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act; to advance equality of opportunity and, to foster good relations between people who share a protected characteristic and those who do not.** The specific equality duties contained in the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 (“the 2017 Regulations”) **require schools to publish equality information and to prepare and publish one or more specific and measurable equality objectives.** They also require schools with 250 or more employees to publish gender pay gap information about those employees.
- 1.3 Schools have many duties and obligations which overlap and interlink with their equality duties under the Act. These include the duty placed on Governing Bodies of maintained schools to promote community cohesion, the duty to promote British values, the duty under the Human Rights Act 1998 not to act incompatibly with rights under the European Convention for the protection of Fundamental Rights and Freedom, the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities. Equality is intrinsic to the personal and professional conduct of all those working in schools and is relevant to the Teachers’ Standards issued by the Department for Education (“DfE”) and the non-statutory core Teaching Assistant standards issued by Trade Unions in 2015. Equality is also integral to the Ofsted Inspection Framework July 2022 which places strong focus on promoting equality, diversity and inclusion, tackling bullying and discrimination and preparing learners for life in modern Britain. The Framework makes clear that Inspectors will assess the extent to which schools comply with the relevant legal duties as set out in the Act including, where relevant, the PSED and the Human Rights Act 1998.
- 1.4 The Bolton Impact Trust and each of its academies recognises and accepts its legal duties under the Act and under the interlinking statutory and other obligations referred to above. By adopting this policy, the Trust Board and each of the Local Governing Bodies within Bolton Impact Trust confirms its commitment to its statutory equality duties under the Act and to acting in accordance with its statutory equality obligations. The Trust Board and Local Governing Bodies also confirm their commitment to taking all reasonable steps to ensure no individual working in this trust acts or behaves in a manner deemed unlawful by the Act.
- 1.5 In the application of this policy, the Academy Leads and Central Leadership Team, and all those responsible for making decisions in the Trust or its academies will be guided as appropriate by the Department for Education (“DfE”) non-statutory advice for schools on the Equality Act 2010 and the various technical and other guidance documents produced by the Equality and Human Rights Commission (“EHRC”) and by ACAS. Regard will also be given to the EHRC’s Employment Statutory Code of Practice on the Equality Act 2010 and the EHRC’s Technical Guidance for Schools and Guidance for Schools on the Public Sector Equality Duty.
- 1.6 This policy is the key trust document for information about the trust and its academies approach to equality. It will inform our Academy Development Plans and brings together all of the trust’s and academies’ previous policies, schemes and action plans around equality.

2. PURPOSE AND SCOPE

- 2.1 This policy details Bolton Impact Trust’s overall approach and commitment to equality. It details how the trust and its academies complies with its duties under the Act and how as an educator, employer, service provider and a buyer of goods and services the Trust Board and Local

Governing Bodies, Academy Leads and Central Leadership Team will strive to ensure equality, diversity and inclusive practice are embedded across all aspects of school life for the benefit of the whole trust and school community.

- 2.2 This policy applies to all members of school and trust staff (full time or part time, permanent or temporary), to pupils and to school trustees, governors and members. It also provides guidance and information for parents, carers, school visitors, contractors and other members of the wider school community. It sets out our trusts and its academies' expectations and the required standards of behaviour with regard to equality issues.
- 2.3 This policy applies to staff in relation to their conduct during the course of their employment with the Bolton Impact Trust which may also include conduct and behaviour outside the school environment and outside their normal working hours if it is connected to school or to their role in school. This might, for example, include after school meetings with colleagues, social events or other social interactions with colleagues either in person or via social media platforms.
- 2.4 The gender pay gap reporting provisions detailed in the 2017 Regulations do not apply to our trust or its academies, as we do not employ 250 or more employees.
- 2.5 This policy should be taken into account in the application of all other academy and trust policies (staff, pupil or otherwise) whenever and wherever equality issues or implications arise.

3. ACADEMY/TRUST APPROACH

- 3.1 At the Bolton Impact Trust, we will integrate equality and fairness into all aspects of school life. We are committed to ensuring equality of education for our pupils and equality of opportunity for all. We aim to create a fully inclusive school environment free of discrimination, harassment, bullying and victimisation, where dignity and respect are promoted, where individual differences and diversity are recognised and where the contributions of all our staff are valued. We want all our staff to feel respected and to be able to give their best. The trust and its academies will not tolerate any discriminatory conduct or any behaviour that contravenes the Act or which compromises the aims or approach of the trust and its academies or which compromises the trust's commitment to equality, diversity and inclusion.
- 3.2 At the Bolton Impact Trust, we understand that equality law is about treating people fairly and that this does not always necessarily mean treating all people in the same way. We acknowledge that sometimes, in order to meet our general equality duty and to meet our duty to make reasonable adjustments for members of our school community with a disability, this may involve treating some people more favourably than others. We are committed to taking positive action where this is necessary and appropriate and where it complies with the statutory requirements for such action as detailed in the Act (see section 11 below).
- 3.3 In everyday school life and in the application and implementation of all our policies and procedures, this school will be guided by the following Key Principles: -
- ▯ **Principle 1: All members of our school community are of equal value and should be treated with dignity and respect.** Every member of our school community is of equal value, whatever their age, sex, gender identity, race, colour, nationality or ethnic origin, religion or belief, sexual orientation and whether or not they are disabled. All members of our school community are entitled to be treated with dignity and respect and should treat others in the same way.
 - ▯ **Principle 2: This trust and its academies respects and values diversity and difference.** At the Bolton Impact Trust we respect, value and embrace diversity and difference and we understand the kind of barriers and disadvantages some people with protected characteristics may face. We will make reasonable adjustments to arrangements or practices in relation to pupils and staff with a disability including the provision of appropriate

auxiliary aids and services. The diversity of people's backgrounds and circumstances will be appreciated and valued. Diversity is a strength, which should be respected and celebrated by all those who learn and teach in this trust and its academies.

- **Principle 3: This trust and its academies will prepare learners for life in modern Britain.** The Bolton Impact Trust will ensure our pupils are well prepared to contribute to wider society and life in modern Britain. The Trust and its academies will equip learners to be responsible, respectful, active citizens who contribute positively to society by developing understanding of British values, by developing understanding and appreciation of diversity and by promoting respect for difference and the protected characteristics under the Act.

- **Principle 4: This trust and its academies fosters positive attitudes and relationships.** The Bolton Impact Trust intends that its policies, procedures and activities should actively promote and foster positive attitudes, good relations and mutual respect between all groups of individuals who are different from each other. The trust and its academies will act to prevent and tackle discriminatory and derogatory language and behaviour including but not limited to, language or behaviour that is homophobic, racist, sexist or that is derogatory about people with a disability.

- **Principle 5: This trust and its academies fosters a strong, shared sense of community cohesion and belonging.** The Bolton Impact Trust will strive to ensure that all pupils, members of staff, local governors and trustees feel a sense of belonging within the trust, its academies and within the wider school community and that they feel valued and respected and are able to participate fully in school and in public life.

- 3.4 The Central Leadership Team and Academy Leads with support from the academy SLT teams will take all reasonable steps to ensure that pupils, members of staff, governors, trustees and members of the wider school community are aware of and conduct themselves in accordance with the above Key Principles.

4. ROLES AND RESPONSIBILITIES

4.1 The Trust Board and Local Governing Bodies will: -

- ensure governors and trustees are aware of their responsibilities under the Act and attend regular equality training.
- have due regard to this policy and the general equality duty when making decisions.
- ensure this policy is implemented by the Academy Leads and Central Leadership Team and support them in implementing any necessary actions.
- nominate a link equality governor and trustee who will liaise with the nominated SLT equality lead to review and monitor the academy's and trust's compliance with its equality duties.
- ensure specific and measurable equality objectives are prepared and published in line with the school's obligations under the Act and that these are included within the relevant Development Plan.
- ensure progress towards achievement of the trust's and academies' current equality objectives is monitored and that objectives are reviewed and updated at least every 4 years.
- ensure the outcomes and progress towards the achievement of past equality objectives are published.
- ensure the trust and academy equality information is published and updated on a regular basis and no less than on an annual basis.

- evaluate and review this policy at least annually.

4.2 **The Academy Leads and Central Leadership Team (with support from the SLT) will: -**

- oversee the effective implementation of this policy including communicating the policy to pupils, staff, parents, carers and the wider school community.
- appoint a member of SLT to assume day to day responsibility for coordinating the implementation of this policy, for monitoring equality outcomes and for liaising with the link equality governor as appropriate.
- engage and consult with pupils, staff, parents, carers and the wider school community as appropriate in the development and review of this policy and in the development of the academy's and trust's equality objectives.
- ensure the academy's and trust's equality objectives are published and actively pursued.
- monitor whether the academy's and trust's equality objectives are being met and whether sufficient progress is being made.
- produce information about the academy's and trust's equality objectives and the work that is being done toward achieving them so that it can be published and made available to members of the school community.
- ensure reasonable adjustments are made in relation to pupils, staff, parents, carers and visitors to the school with a disability.
- ensure the academy publishes and follows its Disability Accessibility Plan.
- make sure all members of staff are aware of their responsibilities under the Act and ensure staff receive regular equality training.
- ensure that appropriate and relevant action is taken in any case (relating to pupils, staff or the wider school community) where discrimination, harassment, victimisation or any other conduct deemed unlawful under the Act comes to light or is reported.
- ensure that all members of staff and pupils are aware of the procedure for reporting and following up discrimination, harassment, victimisation, bullying, hate and prejudice-related incidents.

4.3 **All members of staff will:-**

- be aware of their responsibilities under the Act and this policy and recognise that they have a role and responsibility in their day-to-day work to promote equality, inclusion and good community relations;
- highlight any training or development they require to carry out their roles and responsibilities under the Act or this policy and attend any related training or learning opportunities.
- promote equality of opportunity and good relations and will not take part in any discriminatory or other unlawful behaviour as detailed in the Act.
- foster good relations between groups of people with and without protected characteristics.
- deal fairly and professionally and in accordance with school policy in relation to any incidents of bullying, prejudice or discrimination.

- ▢ be responsible for recognising and challenging prejudice, bias, discrimination, stereotyping and any other inappropriate language or behaviour.
- ▢ be responsible for promoting an inclusive and collaborative ethos in lessons and for being role models for equality, diversity and inclusion through their words, actions and deeds.

4.4 Pupils must be encouraged to recognise that they have a role and responsibility to themselves and to others so they understand and are able to: -

- ▢ promote equality, inclusion and good community relations and act in accordance with this policy.
- ▢ challenge inappropriate language and behaviour.
- ▢ tackle bias and stereotyping.
- ▢ act in accordance with the school's anti bullying strategies.
- ▢ respond appropriately to any incidents of discrimination, harassment and bullying they witness and to understand what they need to do to report these.
- ▢ regard people of all faiths, races, religions, cultures and with other protected characteristics as their equal and to treat others with respect and kindness.
- ▢ support the school's approach and commitment to equality.
- ▢ be involved in the development and review of this policy and understand how it applies to them appropriate to their age and ability.
- ▢ be involved in producing a simplified version of this policy to be displayed in classrooms and other areas in school as appropriate.

4.5 Visitors (including parents, carers and contractors) are expected to: -

- ▢ support the trust's approach and commitment to equality and to comply with this policy.
- ▢ take part in the development and review of this policy and attend any relevant meetings and activities related to the policy.
- ▢ refrain from engaging in any behaviour which is unlawful under the Act whilst on Bolton Impact Trust's premises.

5. GENERAL DUTY

5.1 The general equality duty is contained in S149 of the Act and requires schools to have "due regard" to the need to: -

- ▢ eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- ▢ advance equality of opportunity between people who share a protected characteristic and those who do not, and
- ▢ foster good relations between people who share a protected characteristic and those who do not.

- 5.2 Guidance is attached at **Appendix A** which provides a brief overview of the provisions of the Act, information about the Protected Characteristics and information about the different types of discrimination and other forms of unlawful behaviour. It is provided as part of our commitment to eliminating all forms of conduct and behaviour deemed unlawful by the Act.
- 5.3 Information about how the Bolton Impact Trust and its academies complies with its general duty and how we incorporate all three strands of the general duty into school life on a daily basis is detailed in **Appendix B**.
- 5.4 We will assess equality implications in relation to all new academy and trust policies, procedures and projects as part of our on-going duty to have due regard to our general duty. This will help to ensure the trust and its academies are not unlawfully discriminating against certain individuals or groups with protected characteristics in line with our commitment to equality, diversity and inclusion and in line with the Key Principles in section 3.3 of this policy.
- 5.5 The Trust Board, Local Governing Bodies, Central Leadership Team and Academy Leads will keep written records of all relevant decisions and actions where equality issues have arisen. This will help us to show that equality implications have been considered and that the trust's equality duties have been actively considered before, and at the time decisions have been made.

6. EQUALITY OBJECTIVES

- 6.1 The current equality objectives for the trust and each of its academies are set out in **Appendix C** these also include our progress against ongoing objectives. Our objectives are specific, measurable and achievable. They relate to people with protected characteristics and cross reference the three strands of the general duty. They represent our individual academy priorities as well as whole trust priorities and take account of local/national equality issues.
- 6.2 The trust's and academies' objectives are the outcome of a careful review and analysis of our academy and trust data and other information.
- 6.3 The Academy Lead will report to the Local Governing Body on a termly basis with regards the individual academy's objectives and the Vice Principal will report termly to the trustees on both the trust's and academies' objectives. This report will include the progress we have made towards achieving our objectives. The Trust Board and the Local Governing Bodies will ensure the academies' and trust's equality objectives are reviewed annually and that they are updated at least every four years.
- 6.4 Our current equality objectives will be published on the Bolton Impact Trust website along with information about the progress we have made towards achieving them. We will also publish our past objectives, with a summary of what steps/actions were taken to achieve them and outcomes.

7. ACCESSIBILITY PLANNING

- 7.1 Schools have specific duties under Schedule 10 of the Act to implement accessibility plans for disabled pupils which are aimed at: -
- increasing the extent to which disabled pupils can participate in the school's curriculum.
 - improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities or services provided or offered by the school.

- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

7.2 Each academy within the Bolton Impact Trust has an individual accessibility plan which can be found on the academy pages of our website. We will keep our accessibility plans under review and if necessary, we will revise them. They will be updated at least every 3 years. We will have regard to the need to allocate adequate resources for implementing the plan to ensure we can comply with our statutory obligations.

8. EQUALITY INFORMATION

8.1 As part of our specific duties under the 2017 Regulations, information will be published on the trust's website to show how we are meeting our equality duty. The information we publish will relate to people who share protected characteristics and who are affected by our trust and academy policies and practices.

8.2 The information we publish may include statistical and other data such as school performance data, school staff and pupil policies, the school development plans, curriculum materials and details of equality and diversity initiatives the academies or the trust are taking part in. It may also include information such as minutes of meetings where equality issues have been discussed, parent and pupil surveys and details of equality training attended by our staff and our trustees and governors.

8.3 Our published information will be reviewed and updated regularly (at least annually) and will show how, on an ongoing basis, the trust and its academies are complying with its general equality duty.

8.4 The Academy Lead and Central Leadership Team will take all reasonable steps to ensure the whole school and trust community knows about the trust's commitment to equality and is aware of this policy and the academies' and trust's equality objectives. This will be done in a number of different ways, including via school newsletters, school assemblies, staff meetings, parents' meetings, school council meetings and also via the equalities page on our trust website.

8.5 This policy will be made available: -

- on the school website.
- as a paper copy from the school office.
- as part of the school's induction process for new staff.
- as part of equality training for staff.

9. OUR STAFF

9.1 The trust will ensure equality of opportunity for all our staff and will observe good equality practices in all aspects of employment including in recruitment, the terms upon which a job is offered, promotion, training opportunities, professional development, benefits, facilities and services offered and also in relation to day-to-day employment matters.

9.2 The trust will comply with the Act in relation to the application of all its staff policies including but not limited to the schools, Appraisal Policy, Attendance Policy, Capability Policy, Disciplinary Policy, Grievance Policy, Flexible Working Requests Policy, Pay Policy, Recruitment Policy and Whistleblowing Policy. All staff policies and procedures will be regularly reviewed to ensure they take equality considerations into account.

- 9.3 If any member of our staff who is disabled is placed at a substantial disadvantage compared to other members of staff who are not disabled, we will take reasonable steps to try to avoid that disadvantage in line with the school's duty to make reasonable adjustments. We accept this may mean the academy or trust may need to modify or change certain aspects of policy, process or practice or may require the provision of an auxiliary aid or service or consideration of an alteration to the physical features of the school if reasonable. In relation to any formal academy or trust processes where an employee is entitled to be accompanied by a companion or a representative from their Trade Union, the trust and its academies will make reasonable adjustments to assist an employee's companion or Trade Union representative with a disability.
- 9.4 If there are any language issues affecting an employee and/or their companion or Trade Union representative during any formal academy or trust process, these will be reasonably addressed so that all meetings or hearings can take place fairly under the relevant academy or trust policy or procedure.
- 9.5 The trust is committed to equality of opportunity for all job applicants and members of staff and will monitor appointments and promotions on an annual basis to ensure that no group with particular protected characteristic appears to be disadvantaged. Decisions concerning staff will be based on merit (apart from where any necessary and limited exemptions and/or exceptions apply under the Act). The trust will also monitor the make-up of its staff regarding information such as age, sex, ethnic background, sexual orientation, religion or belief and disability in encouraging equality, diversity and inclusion and meeting the academies' and trust's aims under this policy. The aim is for our trust staff to be truly representative of all sections of society. The trust and its academies will take full account of its obligations under the Data Protection Act 2018 when we collect, store and publish data.
- 9.6 We are committed to ensuring the health and wellbeing of our staff and will take seriously and act upon any incidents of discrimination, harassment or victimisation recognising that our staff may be either victims or perpetrators. We interpret our equality duties positively and will take whatever actions we reasonably can to remove barriers to inclusion and to ensure a safe, positive, welcoming and inclusive environment for all.
- 9.7 In accordance with our obligations under the Act, we will not enquire about the health of an applicant for a job until after a job offer has been made (unless one of the exceptions in the Act applies, for example, if questions are related to an intrinsic function of the work for the job). We will not require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure. Any necessary health questions will be asked after a job offer has been made and, in all cases, any health-related questions will be targeted, necessary and relevant to the job applied for.
- 9.8 The Central Leadership Team, Academy Leads, Local Governing Bodies and Trust Board are committed to ensuring all members of staff in the trust (teaching and non-teaching) and governors and trustees undergo equality training on a regular basis to help them understand their equality duties and/or the differing needs of protected groups within our school community. We recognise that members of school staff who are involved in recruitment processes and those with line management and decision-making responsibilities should receive equality training relevant to their roles.

10. OUR PUPILS

- 10.1 Bolton Impact Trust and its academies will not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way the school provides education, access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment. We closely monitor our pupil data including our exclusions data and we will consider and address any equality implications if it appears one or more protected group is over represented.
- 10.2 We will comply with the Act in relation to the application of all our pupil policies including but not limited to the school's Admissions Policy, Exclusions Policy, Behaviour Policy, Safeguarding

Policy, Curriculum Policy, SEND Policy, RSE and PSHE Policy. All pupil policies and procedures will be regularly reviewed to ensure they take equality considerations into account.

- 10.3 The academies will consider whether any flexibility or adjustment is required where any school policy, rule or practice might indirectly discriminate against a particular group of pupils with a protected characteristic and where the relevant rule, policy or practice cannot be justified as a proportionate means of achieving a legitimate aim. In schools, a legitimate aim might include safeguarding concerns, health and safety concerns and maintaining academic or other standards.
- 10.4 The trust and its academies will make reasonable adjustments to its policies, processes and practices where relevant and appropriate for pupils with disabilities in accordance with the school's duty to make reasonable adjustments. This may include changing the way things are done, making changes to the school environment and/or providing auxiliary aids or services in line with the individual academy current Accessibility Plans.
- 10.5 We recognise that hate incidents or prejudice-based bullying are often driven by negative assumptions, stereotypes or misinformation. These are often then directed against an individual or a group, based on difference (real or perceived) and linked to for example racism, sexism, homophobia, transphobia, biphobia, negative views of disabled people or people who practise a religion or follow a faith. We are committed to taking action to prevent, challenge and eliminate any such behaviour in our school community. We want our pupils to understand better the diversity that exists in society and to respect, value and embrace people who are different to them so they are well prepared to contribute to wider society and to life in modern Britain.
- 10.6 Bolton Impact Trust and its academies takes bullying, sexual harassment and hate or prejudice motivated incidents very seriously and any such conduct or behaviour will be carefully monitored. All such incidents will be recorded and will be dealt with fairly and firmly in accordance with the individual academy's Behaviour Policy. We will use this information to identify trends or patterns so that we have approaches in place to provide appropriate responses in term of support for victims and their families, sanctions and support for perpetrators and their families and education for our pupils and the whole school community as appropriate.
- 10.7 We will take account of guidance issued from the DfE on dealing with incidents of harassment including sexual harassment, bullying including homophobic and transphobic bullying and bullying related to sexual orientation, gender reassignment, disability, race and religion. Training will be given to members of academy and trust staff to ensure they are aware of how to identify and to deal with all such incidents.

11. POSITIVE ACTION

- 11.1 The trust and its academies recognises that in some circumstances, we may need to meet the needs of pupils with protected characteristics in different ways to ensure they receive the same standard of education as everyone else. This may arise when pupils experience disadvantage connected to their protected characteristic or have needs that are different from the needs of pupils who do not share their protected characteristic or where pupils have disproportionately low participation in an activity compared to pupils who do not share their characteristic.
- 11.2 Positive action enables the trust and its academies to take proportionate steps to help particular groups of pupils with protected characteristics to address need/disadvantage/low participation. It could, for example, include targeted support or catch up classes. Although positive action is not mandatory under the Act, this trust and its academies are committed to taking such action where it is lawful under the Act. We recognise that provided our actions are proportionate, taking positive action will support compliance with the school's general duty.
- 11.3 The trust and its academies are also committed to taking positive action where the relevant conditions under the Act are met and in appropriate circumstances for members of staff with protected characteristics.

12. BUYING GOODS AND SERVICES

- 12.1 The trust and its academies will take account of its general duty when buying or engaging in contracts for goods and services such as ICT, services, the provision of supply staff, consultants, school meals, learning resources, training and administrative supplies. Whenever we intend to buy goods or services we will ask ourselves whether the aims of the general duty are relevant to the proposed purchase or contract and if so, how they might apply.
- 12.2 We will consider whether there is a need to include equality requirements within any contracts we enter into. We will ensure that contract conditions require contractors to comply with the Act and with the school's equality policy. We will ensure that supply staff know about this policy and related pupil policies and that they are aware of the school's commitment to equality, diversity and inclusion.

13. BREACHES OF THIS POLICY

- 13.1 Equality is high on the trust's strategic agenda. The trust regards breaches of the Act and of this policy very seriously. We will not tolerate any form of discrimination, harassment, victimisation or conduct that contravenes the Act or which compromises the school's commitment to equality, diversity and inclusion, our Key Principles and/or our equality duties.
- 13.2 Members of staff who wish to raise a concern or make a complaint about a breach of this policy involving another member of staff should do so by following the process detailed in the trust's Grievance, Bullying and Harassment Policy and Procedure. Complaints may also be raised through the trust's Whistleblowing Policy in appropriate cases. In cases not involving another member of staff, concerns or complaints should be raised with the Academy Lead or a member of the Central Leadership Team. Concerns or complaints about the Academy Lead should be raised with the Director of Academy Operations. Concerns about the Central Leadership Team should be raised with the CEO. Concerns about the CEO should be raised with the Chair of Trustees.
- 13.3 The trust will ensure that any concerns or complaints are promptly and thoroughly investigated and are dealt with as determined by the Academy Lead, Director of Academy Operations, CEO or Chair of Trustees in accordance with the relevant trust policy/procedure depending on the nature of the complaint and whether the complaint concerns a member of staff or a pupil or someone else.
- 13.4 Breaches of this Act and this policy by a member of staff will be treated seriously. In appropriate cases, action may be taken against an employee under the school's Disciplinary and Dismissals Policy and Procedure and could result in a sanction up to and including dismissal. Serious acts of discriminatory behaviour, including acts of harassment, could amount to gross misconduct and lead to dismissal without notice.
- 13.5 Members of staff should be aware that they may be held legally liable for their own acts of discrimination carried out in the course of their employment. Where a complaint involves an allegation of sexual harassment, in addition to being an employment issue this may also amount to a safeguarding issue and/or a criminal offence and may lead to police involvement. Harassment may also be an offence under the Protection from Harassment Act 1997 (which is not limited to circumstances where the harassment relates to a protected characteristic).
- 13.6 Pupils will be made aware of the procedure to follow should they wish to raise a concern or complaint about an equality related matter or incident in line with the academy's Behaviour Policy (see paragraph 10.5 above). The Academy Lead (or member of academy SLT with delegated responsibility) will be responsible for investigating and dealing with equality related incidents between pupils.
- 13.7 Parents, carers or members of the wider school community who wish to raise a concern or complain about any equality related school matter or incident should follow the procedure detailed in the trust's Complaints Policy.

14. MONITORING AND REVIEW

- 14.1 The trust will review this policy annually and will ensure that the views of all interested parties are sought in relation to the ongoing development and review of this policy.
- 14.2 We will evaluate the success of the trust and its academies equality work by using quantitative and qualitative data and by assessing the extent to which the trust and its academies achieves improved outcomes for different groups of staff and pupils with protected characteristics.
- 14.3 We will monitor and regularly review all trust and academy policies, procedures and practices to ensure compliance with the Act and this policy and to assess whether any changes need to be made.

APPENDIX A

GUIDANCE ON THE EQUALITY ACT 2010 (“THE ACT”)

An Overview

This guidance is provided by the trust with a view to preventing pupils, staff, parents, carers and the wider school community from engaging in any form of behaviour or conduct which is deemed unlawful under the Act. The guidance is intended to create a general awareness and understanding of the school's obligations and duties under the Act, including any exemptions and exclusions which may apply.

The Act provides a single, consolidated source of discrimination law, replacing all previous anti -discrimination laws and extending protection from discrimination in some areas. The Act defines types of **unlawful behaviour** in relation to people with **protected characteristics**. The Act applies to all schools and academies including maintained and non-maintained special schools.

The Act applies to schools as **educators**, **employers** and as **service providers**. It applies to the way schools treat their pupils and potential pupils, and in limited circumstances, former pupils. As employers, schools must not discriminate against potential employees in respect of whether to offer a job or the terms on which a job is offered. Schools must also not discriminate against existing employees in respect of benefits, facilities and services offered including training opportunities, promotion or dismissal.

In relation to pupils, schools must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, in the way education is provided, in the way pupils are provided with access to any benefit, facility or service and by excluding a pupil or subjecting them to any other detriment.

The school's “Responsible Body” must ensure compliance with the Act. The Responsible Body is the Governing Body (and the Local Authority in maintained schools) and the proprietor in independent schools, academies or non-maintained special schools. Any person acting on behalf of the Responsible Body, including school employees may be liable for their own discriminatory actions. The Responsible Body may also be liable unless it can show that it has taken all reasonable steps to stop an individual from doing the discriminatory action or from doing anything of that kind.

Types of Unlawful Behaviour and Protected Characteristics

Types of **unlawful behaviour** under the Act are: -

- direct discrimination,
- indirect discrimination,
- harassment,
- victimisation.

The **Protected Characteristics** under the Act are:-

- age,
- disability,
- race,
- religion or belief,
- sex,

- sexual orientation,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity.

All the protected characteristics apply to staff but the protected characteristics of **age, marriage and civil partnership** DO NOT apply to pupils. It is not a breach of equality law therefore for schools to admit and organise pupils in age groups and to treat pupils in a way that is appropriate to their age.

Direct Discrimination

This occurs when because of a protected characteristic a person treats another less favourably, than they treat, or would treat other people. Direct discrimination involves *comparing* how you treat a person with the protected characteristic compared to how you treat someone else. In most cases there is no defence to direct discrimination. Motive or intention are irrelevant.

Direct discrimination can also be **by association** (when a person is treated less favourably because of their association with someone who has a protected characteristic) or **by perception** (when a person is treated less favourably because it is believed they have a protected characteristic even if that is a mistaken belief).

Indirect Discrimination

This occurs when a “provision criterion or practice” (PCP) is applied generally but has the effect of putting people with a protected characteristic at a disadvantage when compared to people without that characteristic. It is possible to defend a claim of indirect discrimination if it can be shown that the PCP is a “proportionate means of achieving a legitimate aim and that it could not reasonably be achieved in a different way which did not discriminate. In the context of schools, examples of legitimate aims might be maintaining academic or other standards, safeguarding or ensuring the health, safety and welfare of pupils.

Harassment

This has a specific legal definition in the Act based on the definition from the European Convention on Human Rights. It is *unwanted conduct, related to a relevant protected characteristic or of a sexual nature which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.* It is also *treating someone badly because they have submitted to or rejected sexual harassment or harassment related to sex or gender.*

Motive or intention are irrelevant. Harassment is about the perception of the victim provided it is reasonable for them to feel that way.

A person does not have to possess the protected characteristic to bring a claim under the harassment provisions. Harassment can also be **by association** (harassing someone because they **associate with** someone with a protected characteristic) or **by perception** (harassing someone because you it is thought or perceived they have a protected characteristic even if that is wrong).

Victimisation

This occurs when a person is treated badly or treated less favourably than they otherwise would have been because they have done “a protected act” or because the school believes that a person has done or is going to do a protected act. A protected act might involve, for example; making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information or doing anything else under or in connection with the Act.

Additional Provisions Relating to Disability

With regard to disability, there are two further types of unlawful behaviour, these are:-

- Discrimination arising from a disability,
- A failure to comply with the duty to make reasonable adjustments.

Discrimination Arising From A Disability

This occurs when a disabled person is treated *unfavourably* because of something arising in consequence of their disability. This is unlawful unless the discrimination can be justified.

Duty To Make Reasonable Adjustments

The duty to make reasonable adjustments means that where something a school does places a disabled pupil or member of staff at a disadvantage compared to other pupils or members of staff, the school must take reasonable steps to try and avoid that disadvantage. The duty applies to the way things are done, to the physical features of a school and to the provision of auxiliary aids and services. The Act extended the duty to provide auxiliary services and aids to pupils. Auxiliary aids or services are things or persons which help. Whether a school should provide an auxiliary or service is a question of reasonableness in all the circumstances of the case. They may already be provided for a disabled pupil under the terms of their EHC Plan.

More favourable treatment for people with disabilities. The overriding principle of the equality legislation is one of equal treatment but schools may, and often must, treat disabled pupils and disabled members of staff more favourably than non-disabled pupils or non-disabled members of staff by making reasonable adjustments to put them on a more level footing with pupils and members of staff without disabilities and to comply with their public sector equality duty.

Schools must also carry out **accessibility planning** for disabled pupils and members of staff under the Act. With regards to pupils, schools must implement accessibility plans which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled pupils. With regard to staff, schools are under a duty to consider alterations to physical features of the school as part of their duty to make reasonable adjustments where it is reasonable to avoid disadvantage caused by their disability.

Exceptions and Exclusions

There are some exceptions in the Act which apply to all schools and some which apply specifically to schools with a religious character (faith schools) and to single sex schools.

The daily act of collective worship is an exemption which applies to all schools in relation to the Act's religion or belief provisions. Schools are permitted to have acts of worship or other forms of collective religious observance and will not be acting unlawfully if an equivalent act of worship is not provided for other faiths. Schools are permitted to celebrate religious festivals.

The content of the school curriculum is excluded from the Act but the way, in which schools provide education, i.e. the delivery of the curriculum is not. Schools must ensure that the curriculum is not delivered in a discriminatory way and that it is delivered in accordance with the public sector equality duty. Schools should provide a broad and balanced curriculum for all pupils and should ensure that all pupils have equal access to all areas of the curriculum. When a school's Curriculum Policy is reviewed, due regard must be given to equality considerations.

The Act does not deal specifically with school uniform or other aspects of appearance such as hair, jewellery and make up. The school's Governing Body determines uniform policy and the rules relating to appearance

but must have due regard to equality law and to obligations under the Human Rights Act 1998 when making decisions in this regard. Governing Bodies should be sensitive to the needs of different groups and should act reasonably in endeavoring to accommodate those needs without compromising other school policies and requirements including requirements relating to health, safety and discipline.

Faith Schools

Certain exceptions apply to the religion or belief provisions in the Act which mean that faith schools may conduct themselves in a way which is compatible with their religious ethos. Faith schools may discriminate because of religion or belief in relation to admissions and in the access to any benefit, facility or service.

Faith schools may give priority in admissions to pupils of the school's own religion although this may only be done when a school is oversubscribed. Faith schools may also choose to allocate some places to children of a specific faith if the school wishes for example to ensure a mixed intake to reflect the diversity of the local population. Any such selection would be on the basis of faith only and not on the basis of ethnic background.

There are also exemptions in relation to how education is provided to pupils in faith schools and the way in which faith schools allows access to other aspects of school life which are not necessarily part of the school curriculum. If for example, a faith school was to organise a visit for pupils to sites of particular interest to the school's faith, the school would not be discriminating unlawfully by not arranging trips to sites of significance to the faiths of other pupils. Nor could a pupil of a different faith claim they were being treated less favourably because objects symbolic of the school's faith are given special status in school.

Faith schools must not treat a pupil less favourably because they do not (or no longer) belong to the school's religion. They must not discriminate in relation to other protected characteristics.

There are some specific exceptions for faith schools in relation to the employment of staff. The provisions differ for voluntary controlled and foundation schools with a religious character, and voluntary aided independent schools, academies and free schools with a religious character. Further information about the exceptions in relation to the employment of staff in faith schools can be found in the DfE's non-statutory advice for schools on the Equality Act 2010 and these are reflected in the schools' recruitment and other relevant staff policies.

Single Sex Schools

There is an exception to the sex discrimination provision in the Act for single sex schools which means that schools are able to refuse to admit pupils of the opposite sex. The exception also permits single sex schools to admit a small number of pupils from the opposite sex on an exceptional basis or in relation to particular courses or classes.

The Public Sector Equality Duty and Supporting Specific Duties

The Act introduced a single **Public Sector Equality Duty** (PSED) made up of the **general** duty and supporting **specific duties**. The PSED applies to public bodies, including all schools and academies but not independent schools.

The general duty is contained in S149 of the Act and requires schools, when carrying out their functions, to have **due regard** to the need to:-

- eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it.
- foster good relations across all characteristics.

Having due regard means that the Governing Body and the school's leadership team must ensure that whenever significant decisions are being made or policies developed, thought will be given to equality considerations. Equality will not just be an afterthought and will never be just a matter of ticking boxes. Decisions and actions will be made with an open mind and an assessment will always be made as to whether a particular decision or action may have implications for people with particular protected characteristics.

The first aim of the PSED applies to all the protected characteristics. The second and third aims apply to all the protected characteristics except marriage and civil partnership. The protected Characteristics of age and marriage and civil partnership do not apply to pupils.

Specific equality duties are detailed in the **Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017**. In order to comply with their specific duties, schools are required to:-

- publish information to demonstrate how they are complying with their general duty.
- prepare and publish one or more specific and measurable equality objectives.
- publish gender pay gap information if they employ 250 or more employees.

Schools are required to update published equality information at least **annually** and to publish objectives at least once every **four** years.

The school's current equality objectives can be found in **Appendix C**.

APPENDIX B

How we are complying with our public sector equality duty

March 2023 (Approved by Trust Board)
1. What we are doing to eliminate discrimination, harassment and victimisation and other conduct prohibited by The Equality Act 2010.
<p>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. Details of training undertaken can be found on the equality page of our website.</p> <p>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.</p> <p>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.</p>
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.
<p>The academies within Bolton Impact 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 Bolton Impact 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 Bolton Impact 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.</p> <p>Comprehensive screening and baselining takes place with all pupils on arrival at Bolton Impact 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.</p> <p>Our curriculum intent statements which can be found on our website demonstrate how we cover equality within our curriculum.</p>
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 Bolton Impact 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.

APPENDIX C

BOLTON IMPACT TRUST EQUALITY OBJECTIVES

Initially developed	December 2021
Last Updated	February 2023

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 is an update on our objectives which were initially developed in December 2021 along with some new objectives to reflect any changes within our academies or across the trust.

Bolton Impact Trust Equality Objectives		
Objective	How will we know it has been achieved	Progress against objective February 2023
By July 2023 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.	<p>A review will have taken place.</p> <p>Underrepresentation (if any) will have been identified.</p> <p>Governors and trustees will have been updated with the findings.</p>	<p>September 2022 - Every HR system in place to allow us to collect the data.</p> <p>Trust staff to receive training on the Every system so data can be collected (Spring term 2023)</p>
By February 2022 ensure the leadership team have completed equal opportunity and non-discrimination training.	<p>A central log will be in place detailing the training undertaken by leadership.</p> <p>Staff will demonstrate a better understanding of equal opportunities.</p>	<p>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</p>

		<p>account during recruitment.</p> <p>Further equality training planned for leaders and those involved in recruitment throughout 2023.</p>
<p>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 2022 with an evaluation by December 2022</p>	<p>Training package will be in place.</p> <p>Equality training will be included in induction for new staff.</p> <p>All staff will have attended the training.</p> <p>Evaluation data will show 90%+ staff feel they have a better understanding.</p>	<p>Feb 2022 - Initial equality training took place with all staff.</p> <p>Feb 2022 - In-depth equality training took place for leaders.</p> <p>Equality training now included in the induction checklist for new staff.</p> <p>Spring term 2023 - Staff questionnaire completed. Showed an increase in staffs understanding of protected characteristics.</p>
<p>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>	<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>

Bolton Impact Trust Academy Equality Objectives

Academy	Objective	How will we know it has been achieved	Progress against objective February 2023
Park	To Adopt elements of the 'Black Curriculum' through	Purchase diverse material for pupil use in	Two literature texts have been purchased to teach Windrush

School	purchasing a diverse resource bank of literary material, including literature books and academic texts to promote valuing diversity and inclusion.	each classroom.	as part of the KS3 curriculum. We have also purchased two non-fiction texts, one of which, 'Black Heroes', is used across key stage 3 and 4. Teaching of these texts have been built into the 2022-23 curriculum plans.
Park School	To extend extracurricular activities to incorporate visits to culturally diverse landmarks that promote and reflect the curriculum teaching.	Enrichment sessions to include trips that reflect Black Curriculum learning.	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.
Lever Park	To ensure we meet the needs of the growing number of pupils with ASD by further developing our nurture provision.	All pupils have access with the appropriate classroom 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.
Lever Park	Continue to develop the curriculum to ensure it meets the needs of the changing population at Lever Park e.g. increase in female pupils. To ensure an equality in curriculum opportunities for all pupils.	Pupil voice activities demonstrates pupils feel a sense of equality within curriculum opportunities. Curriculum intent shows a range of curriculum opportunities.	All PE lessons accessible to all pupils and offer a range of different activities. Hair and Beauty, photography and farm are additions to the wider curriculum. PSHCE curriculum female focused – e.g. puberty and relationships and sex education
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.	Enrichment programme embedded which is tracked through Grid Maker with specific SMSC target Cultural programme includes: Animal welfare – Smithills farm, Guide dogs

		<p>Pupil voice with demonstrate pupils have a greater understanding of diversity within Bolton.</p>	<p>Religion – Visit to local religious places of worship</p> <p>History – Museums visits, local landmarks and his historical reference.</p> <p>National Trust – Local attractions, e.g. Rivington Pike, Darwin Tower</p> <p>Horwich – Helping people in the local community, volunteering and community action</p>
Lever Park	<p>To continue to break down barriers with parents and guardians who have had negative experiences with education.</p>	<p>Parent voice reports positive experiences.</p> <p>Increase in parental involvement e.g. parents' evenings etc.</p>	<p>Parental feedback is positive when reporting to SLT.</p> <p>Weekly annual reviews, and pastoral meetings gives positive view of parents to school.</p> <p>Home visits, door knocks and home meetings all share positive view of Lever Park from parents</p> <p>Parents play a central role in planning interventions and reviews for all pupils</p>
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</p>

			<p>planning of an appropriate curriculum 'climbing frame' for each child. Our curriculum then allows children the time and space to 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 educational psychologists and occupational therapists.</p>
Forwards Centre	We take full advantage of the opportunities available to provide educational	All children have the equality of opportunity to access educational	The centre runs a programme of trips and visits both of an educational (e.g. Computing,

	visits that are accessible to all pupils.	visits.	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.
Forwards Centre	Investigate funding to improve access to the playground via a ramp/platform lift to ensure that the building meets statutory access requirements.	The playground is accessible by wheelchair from the Forwards Centre	We have applied for funding for modifications to allow easy access to the playground but have not yet been successful.
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.
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.	In 2022 we earned a gold standard SMSC quality mark in recognition of our efforts to deliver a whole school inclusive curriculum. Cultural capital is delivered through form time sessions each Monday morning.
Youth Challenge	To play an important role in the community, fostering good relations is a central part of our work to build community and social cohesion in the local area. To continue to build positive relationships with	Engaging effectively with our communities through outside agency and community voice in order for us to understand the issues which are of importance to our communities.	Feedback from parents and other links within the local community have been positive and we have raised money for several local charities.

	parents especially the parents who have been marginalised by previous education providers.		
Youth Challenge	To ensure that our KS3 curriculum represents diversity in its content.	Reviewing the curriculum for English and wider world to ensure that it features authors from different backgrounds and explores the experiences of people from a variety of cultures.	New objective February 2023
Youth Challenge	To address prejudice attitudes, including misogynistic views.	Staff to undertake training on how best to tackle issues relating to misogyny and other form of prejudice. Staff to contribute to the development of a strategic plan that can be delivered through our phase one and phase two curriculum.	New objective February 2023

