

INCLUSION MATTERS

Equality Statement and Objectives 2022-26

WHAT ARE THE BDAT VALUES?

We understand everyone is equal, without exception.
We value and encourage diversity and difference.
We proactively seek to learn from others.

I INCLUSION

WHAT DOES THIS MEAN FOR OUR APPROACH TO INCLUSION AND EQUITY?

We will strive to ensure all BDAT staff and students are treated equitably and fairly

We care for each other.
We respect each other and treat our friends and colleagues how they would expect to be treated.
We make sure we are safe, feel loved and are actively supported at all times.

C COMPASSION

We will work hard to ensure that all of our staff and students feel safe and secure within the BDAT family and are valued for who they are and what they bring.

We set high expectation for ourselves, our children and our staff so that each of us is supported to achieve our own potential.
We expect nothing but the best from ourselves and from others.

A ASPIRATION

We will do everything we can to make sure every individual student and staff member realises what can be possible if they reach for the stars.

We are ambitious and reflective.
We are determined and brave in making decisions and when facing challenges.
We expect our schools to provide us with the skills and knowledge to guide through our future as life-long learners.

R RESILIENCE

We will seek to acknowledge and understand the barriers within BDAT and our communities that lead to inequity.
We commit to working together to overcome them.

We provide rigorous support and challenge to our schools and our students.
We strive for excellence in all we do.

E EXCELLENCE

We will individually and collectively be a role model of exemplary inclusive practice in all we do.

Equality Objectives 2022-26

We will make sure that the BDAT value of inclusion is at the forefront of all we do. We will seek to be inclusive by valuing and encouraging diversity and difference and proactively seeking to learn from others.

We will do this through our Equality Objectives 2022-26, approved and agreed in the July 2022 BDAT Board, by:

1. Continuing to educate our workforce on issues of diversity, equality and equity and inclusion.

Success Criteria

- ✚ Staff engagement activity, for example the annual staff survey, shows that staff feel more informed about diversity, equality and inclusion
- ✚ (deleted as we have moved in to six. BDAT education reviews and external reviews eg OFSTED, SIAMS, reference equality and diversity positively
- ✚ Staff training programmes are designed to promote the importance of Inclusion

2. Promoting a curriculum (including our programmes of enrichment and extra-curricular) that is inclusive and calls upon a wide range of diverse role models and resources.

Success Criteria

- ✚ The curriculum resources evidence a wide range of cultural stimuli used to promote learning
- ✚ Pupils are able to articulate an understanding of a wide range of cultures, societies, faiths and differences
- ✚ The school, its leaders and the environment actively promote a wide range of role models from different backgrounds and their successes
- ✚ An understanding of British values is promoted throughout the curriculum
- ✚ All schools ensure that reading continues to be promoted and barriers to accessing reading material at home are identified and strategies are in place to overcome them

3. Ensuring all our schools achieve the 'diversity bronze mark'.

Success Criteria

- ✚ All schools successfully achieve the 'diversity bronze mark' within two years of joining the Trust and are actively working towards the silver and gold mark. I can see you have added gold. What is the criteria? Are there limiting factors beyond our control which mean this is unachievable to some schools?
- ✚ BDAT is the first Trust nationally to secure a Trust Diversity Mark

4. Ensuring every child has equal access to the highest quality education and life chances

Success Criteria

- ✚ After consultation with a range of people, including pupils, key barriers are identified and an action plan is drawn up, implemented and monitored.
- ✚ Academic outcomes show improvement for vulnerable pupils
- ✚ Academic outcomes show that pupil premium pupils exceed the national outcomes for similar pupils and the gap is closing on other pupils
- ✚ Attendance shows improvements for key groups as identified by each school

5. Continue to take positive action towards becoming an employer that represents our community.

Success Criteria

- ✚ Ensure that the Trust has a data set from our recruitment processes which inform targeted strategies for future recruitment if required
- ✚ A data base of the pupils' profiles within the Trust is available to establish base and track changes following actions. This is to work towards the Trust ambition that our students see themselves in the adults that teach and support them.
- ✚ Analysis of job applications demonstrates a more diverse field for leadership, teaching and support staff roles
- ✚ Have an improved representation of underrepresented communities across all staff and roles such as trustees , governors and volunteers
- ✚ All our recruitment, retention and managing staff processes support all those groups protected by the Equalities Act (2010)

6. Creating an environment, within the BDAT community , in which inequality and prejudicial (Conscious or unconscious) practices are challenged without apprehension.

Success Criteria

- ✚ Reduction in discrimination and prejudicial behaviours reported through BDAT monitoring processes. This will include both internal staff grievances, student behaviour incidents and external complaints.
- ✚ Analyses of monitoring data demonstrates reduction in incidents and reduced number of formal complaints
- ✚ Surveys show improvements in the confidence of the community to raise issues without apprehension

* Please read this document in conjunction with our Equal Opportunities Policy and Inclusion Action Plan

For more information on the BDAT approach to inclusion visit
<https://www.bdat-academies.org/introduction-to-bdat/inclusion-strategy/>