

Progress against Equality Objectives

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Purpose

The purpose of this paper is to provide trustees with an update on the progress on the Equality objectives that were set in July 2022.

Executive Summary

As public bodies, academy trusts must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (specific Duties and Public Authorities) Regulations 2017. This means that the Trust must publish its equality objectives, and these should be updated at least once every 4 years. BDAT set our objectives in July 2022 and committed to reviewing progress annually at the BDAT Board.

Please note the 2022-23 year represents the first of our four-year plan. This means at this point some areas are further developed than others, others will become more of a focus over the remaining three years. We will also continue to work on the areas we have already seen impact to progress further all our equality objectives.



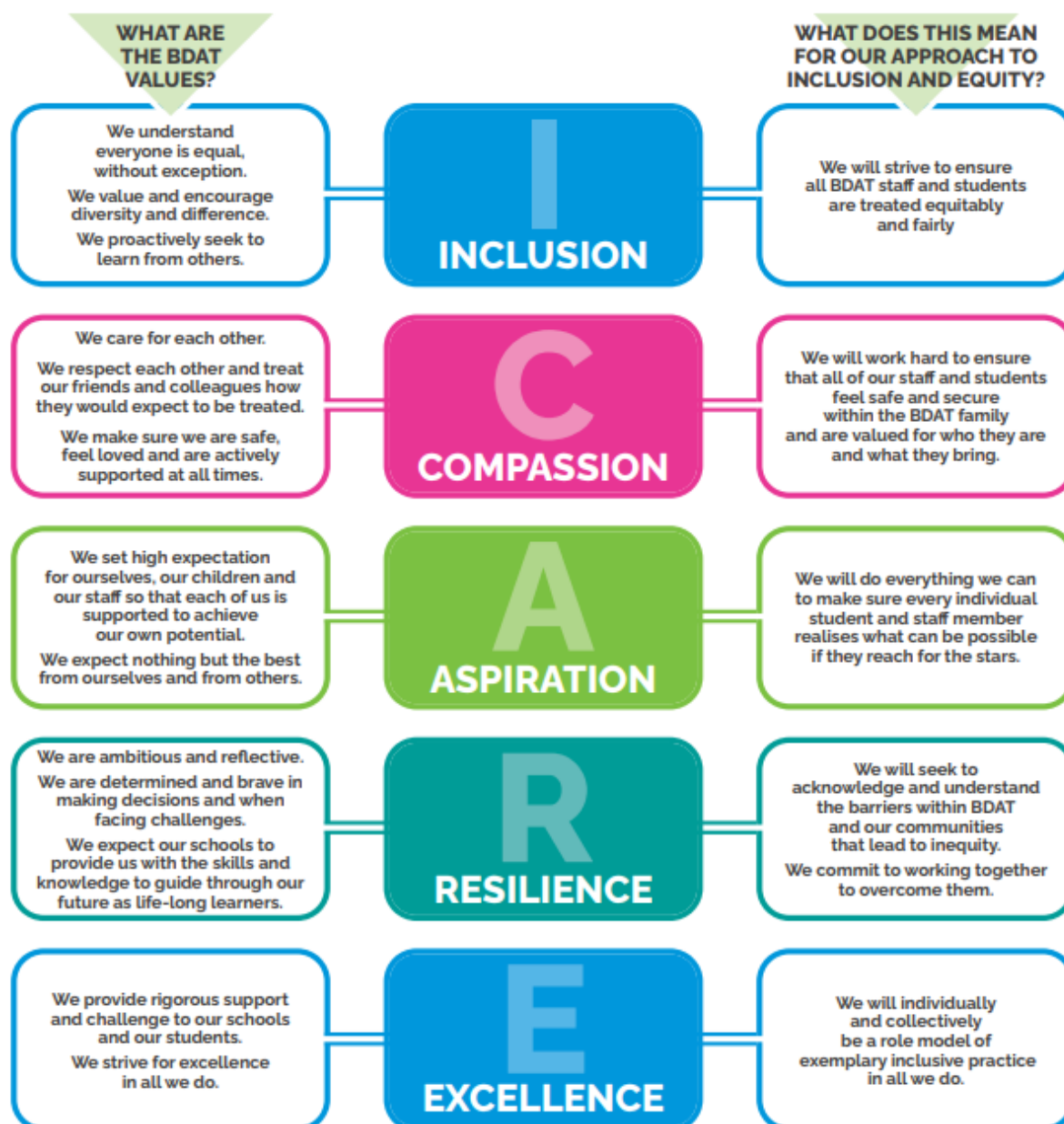
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INCLUSION MATTERS

'We are not all the same but we all want the same chances'
Bradford Student Summit 2021



Equality Objectives 2022-26 – Update July 2023

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.

Text in blue denotes the July 2023 update.

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
- ✚ In October 2022 the Annual staff conference took place with a focus on Compassion and Wellbeing. All staff came together in their schools to consider what they can commit to at school and at an individual level to prioritise and promote wellbeing for themselves and when working with their colleagues across the Trust. This included looking at school and individual commitments for Pledge 7 in the wellbeing charter that focussed on championing flexible working and celebrating diversity. Each school subsequently published a charter.
- ✚ The staff survey update is due to take place between July and October 2023 to follow up on the impact of the Wellbeing conference. One of the questions will include staff sharing one thing that the School or Trust has done which has positively impacted on staff wellbeing. This data will be available in the 2023 – 24 Academic year.
- ✚ 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
- ✚ Recent Ofsted and SIAMS reports have evidenced that inclusion has become an increased area of focus within our curriculum resources and within our teaching and learning practice:
 - ‘Leaders support pupils’ Personal Development through a structured curriculum... this ensures that pupils understand difference and the wider world’. (*Woodlands, Ofsted Report, January 2023*)
 - ‘Pupils have an understanding of different cultures’. (*Buttershaw Business and Enterprise College, Ofsted Inspection Report, February 2023*)
 - ‘Pupils are tolerant of difference quoting the motto “All different, all equal”’ (*Wycliffe, Ofsted Inspection Report, April 2023*)
 - ‘Pupils live and breathe the Trust’s shared values of Inclusion, Compassion, Aspiration, Resilience and excellence. Pupils are taught about the important issues such as equality...’ (*Cullingworth, Ofsted Report, December 2022*)’



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- 'Leaders support pupils' Personal Development through a structured curriculum... this ensures that pupils understand difference and the wider world'. (*Woodlands, Ofsted Report, January 2023*)
- 'There is a strong culture, woven throughout the curriculum, that encourages respect for difference and diversity' (*Westminster, SIAMS Report, March 2023*)
- ✚ Pupils are able to articulate an understanding of a wide range of cultures, societies, faiths and differences
- ✚ Visits to Churches and Mosques have been organised which help the pupils articulate a wide range of cultures, faiths and differences.
- ✚ The Trust has been working with the Linking Schools programme and plans to develop the programme further over the next four years. The programme is designed to build common ground between children from schools with different demographic backgrounds. The Trust are working with the Linking Network to create a unique Trust model where we link contrasting schools across the Trust, building links with pupils in year 3,4,5 and 6.
- ✚ The school, its leaders and the environment actively promote a wide range of role models from different backgrounds and their successes
- ✚ Across the Trust the school have had a number of visitors in our schools from a diverse range of backgrounds. For example talks from Windrush elders at Belle Vue Girls and Holocaust witness testimonies at Immanuel college.
- ✚ Students have also been involved with radio programmes with a focus on Racism as well as meeting the Stronger Communities Lead for Bradford Council.
- ✚ All school environments include displays promoting role models from a range of diverse backgrounds, for example the BDAT Inclusion committee undertook visits to BBEC and St Oswalds to see how they are presenting diversity and inclusion within their school settings.
- ✚ An understanding of British values is promoted throughout the curriculum
- ✚ 16 out of the 19 schools across the Trust reference how British values are promoted through the curriculum. We will work with the remaining schools to ensure that this is across all schools within the Trust. Recent Ofsted inspections evidence that pupils have an understanding of British values:
 - 'Pupils have a strong understanding of fundamental British values, and this prepares them well for life in modern Britain' (*Cullingworth, Ofsted Report, December 2022*)
- ✚ 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
- ✚ An audit has been carried out across all schools to ensure that for each of the protected characteristics, there are books that celebrate and explain those characteristics.

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?



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- ✚ There have been eleven schools who have received the Bronze Diversity Mark, with six schools who have been assessed for the bronze award in June 2023 and are awaiting final confirmation of the award outcome. One school has received the Silver Diversity Mark (Immanuel College) and three schools have planned the assessment for the Silver Diversity Mark in the Autumn term 2023 / 24.
- ✚ BDAT is the first Trust nationally to secure a Trust Diversity Mark
- ✚ The Trust has its final assessment for the Trust Diversity Mark in September 2023 with award likely to be achieved in the Autumn.

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.
- ✚ Each school will annually analyse their pupil demographic to understand the makeup and profile of their student body and will build into their school improvement plans specific actions to address areas of specific concerns or need.
- ✚ For example, BVG is an all-girls school who have identified that there is an increase in SEMH needs in KS3 and therefore a specialist provision has been created and additional tiers of intervention have been introduced to support students' inclusion in education, leading to a reduction in suspensions. As a second example, Westminster primary academy has seen an increase in migrant and asylum seeker children and has therefore succeeded in applying for and achieving the School of Sanctuary status.
- ✚ Academic outcomes show improvement for vulnerable pupils
- ✚ Awaiting 2023 data
- ✚ Academic outcomes show that pupil premium pupils exceed the national outcomes for similar pupils and the gap is closing on other pupils
- ✚ Awaiting 2023 data
- ✚ Attendance shows improvements for key groups as identified by each school
- ✚ For the purpose of year 1 pupil premium (PP) and non-pupil premium has been tracked. At secondary the rate for PP attendance has accelerated faster than National. At primary, attendance has improved across all groups including PP. More detailed demographic data will be provided in 2024 against a wider range of diversity indicators.

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
- ✚ The Trust has invested in a new recruitment platform 'My New Term'. This new system was launched across the Trust in January 2023. This allows the Trust to analyse job applications to help inform future recruitment and selection processes. From October 2023 data will be available to compare and address any specific areas of concern.



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- ✚ 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.
- ✚ This data is available and will be provided with analysis compared with staff and governors / trustees in 2024.
- ✚ Analysis of job applications demonstrates a more diverse field for leadership, teaching and support staff roles
- ✚ My New Term was introduced in January 2023, a full analysis of recruitment trends will be provided in October 2023.
- ✚ Have an improved representation of underrepresented communities across all staff and roles such as trustees, governors and volunteers
- ✚ The last monitoring exercise for Trustees and Governors took place in 2021, this will be repeated in July 2023 to understand the profile of the Trustees and Governors across the Trust to help inform recruitment going forward so that pupils can see themselves in the leaders of their schools.
- ✚ All our recruitment, retention and managing staff processes support all those groups protected by the Equalities Act (2010)
- ✚ The Exit interview (Resignation Discussion) form has been updated and shared across the trust in February 2023. The purpose of this is to determine the specific reason employees have for leaving and to understand employment practices from an employee's perspective and use this information to improve employment practices. Data will be collated at the end of the academic year to analyse and provide comparisons in 2024, this will include, Sex, Gender / preferred pronouns, DOB, Ethnicity.
- ✚ The annual recruitment and retention report will be updated and shared with Trustees in October 2023.

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.
- ✚ In year one there have been 9 internal and external complaints raised at Trust level that are related to pupils with SEND or additional needs, one Equality complaint and one Disability discrimination claim. There has been one Permanent Exclusion which was due to Racism. This trend data will be used as a benchmark for future years.
- ✚ Analyses of monitoring data demonstrates reduction in incidents and reduced number of formal complaints
- ✚ A comparison will take place from year 2.
- ✚ Surveys show improvements in the confidence of the community to raise issues without apprehension
- ✚ The Inclusion operational plan 2023 / 24 includes a strand to support increased parental and community engagement, by engaging with parent governors.

