

4bi. 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 2025 -26 year represents the fourth and year of our four-year plan.

Between 2022 and 2026, BDAT has made strong progress against its equality objectives, embedding inclusion more consistently across Trust culture, curriculum, governance, workforce practice and pupil experience. Key achievements include, strengthened staff training and HR processes, wider use of diverse curriculum resources and role models, improved pupil voice and engagement, and stronger monitoring of recruitment, retention and discrimination-related data.

Overall, the objectives have been substantially achieved, with inclusion now more strategically embedded across the Trust and supported by clear evidence from Ofsted/SIAMS reports, student voice, staff feedback, governance oversight and Trust-wide initiatives such as the Linking Network, Root Out Racism, Citizens UK, BDAT Parliament, BDAT Be There and the BDAT Big Read.



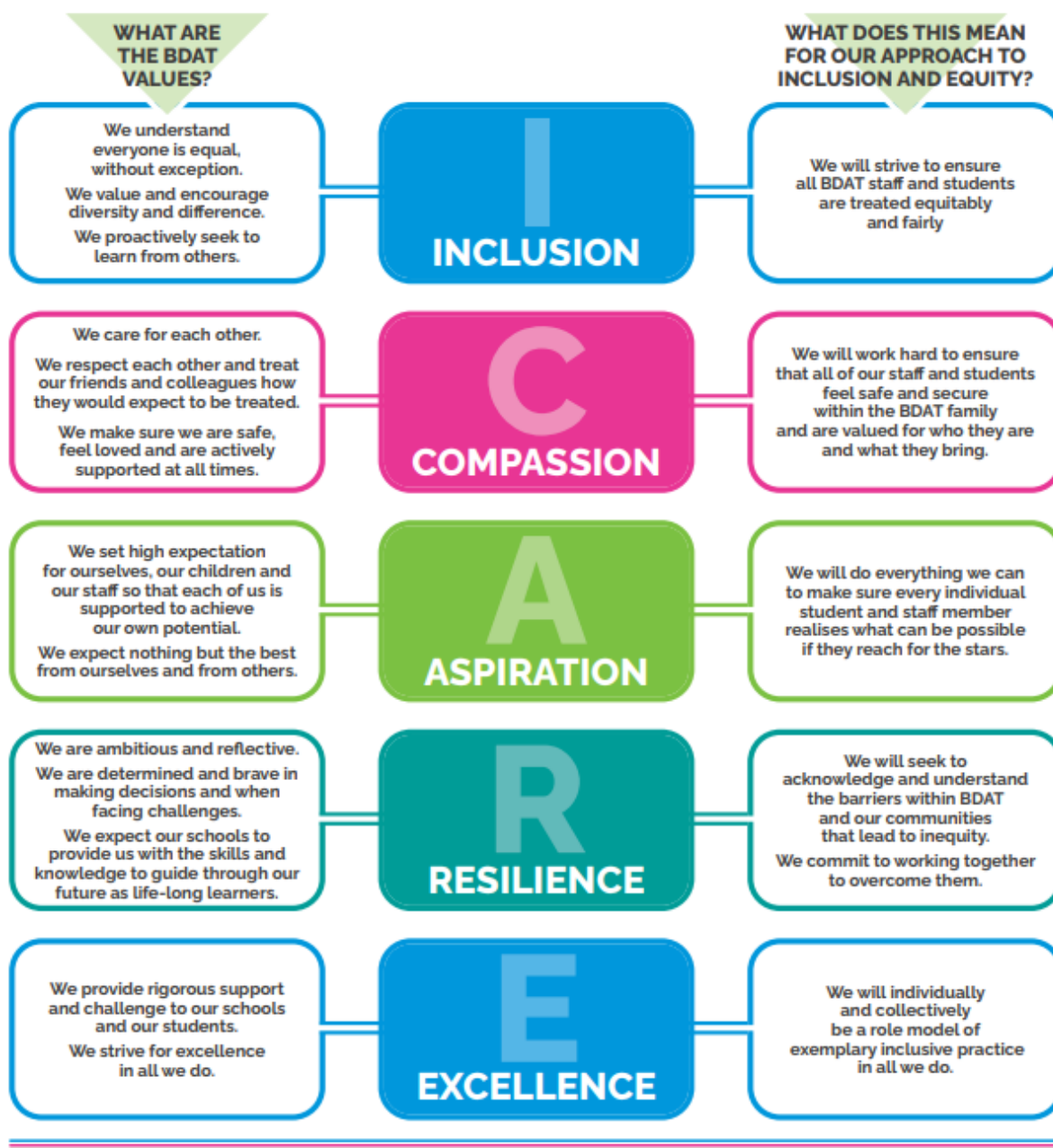
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INCLUSION MATTERS

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



Equality Objectives 2022-26 – Update June 2026

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.

Text in pink denotes the February 2024 update which provides further information which supplements the update in July 2023

Text in Lime denotes the June 2025 update which provides further progress during the academic year 2024 / 25.

Text in green denotes the June 2026 update which provides a final update on the progress made during the academic year and as an overall position in 2025 / 26.

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.
- ✚ The Trust engages with staff and hear staff voice in many ways, including 1 to 1's, performance management, central team visits, staff surveys and feedback following the staff conference. An example of the feedback stated.
 - 'Approachable staff and a sense of community'
 - 'Agreeing with flexible working request or request to reduce hours, including PPA at home.'
 - 'Understanding comparison shown to issues outside of work.'
 - 'Counselling or Mental Health support'
 - 'Clear communications and leadership, including email free times.'
- ✚ Staff training programmes are designed to promote the importance of Inclusion
- ✚ The Trusts leadership competency framework has been launched, these support the Trusts ICARE values on how we work together as colleagues within BDAT.



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- ✚ The Trusts Professional Learning Communities have developed further to incorporate the leadership competency framework.
- ✚ The Trust has updated the Pay, Appraisal and Capability policy to be more equitable across all staff.
- ✚ Sexual Harassment training has been delivered to Central staff and will be rolled out across school in line with the new duty under the Equalities Act 2010.
- ✚ Adaptive teaching continues to be developed and embedded and is a focus with the new Inclusion strategy.
- ✚ The Trust is engaging in the latest Employment Rights Act and embedding HR policies and procedures.
- ✚ The development and introduction of the BDAT Inclusion Strategy.

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 share values of Inclusion, Compassion, Aspiration, Resilience and excellence. Pupils are taught about the important issues such as equality...' (*Cullingworth, Ofsted Report, December 2022*)
 - '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*)
 - 'There is a strong curriculum for personal, social and health education (PSHE). Pupils are inclusive and respectful of others and their opinions' (*St Philips, Ofsted Report, June 2023*).
 - 'The school prioritises pupils' personal development through developing pupils' social, moral, spiritual and cultural understanding. Pupils learn about equality, diversity and protected characteristics. Pupils show a strong understanding of respect by treating others with kindness, valuing equality and listening to others. Pupils have opportunities to explore and debate these issues confidently' (*Baildon, Ofsted Report, January 2025*)
- ✚ Anti Racism project is ongoing with focuses on different ethnicities and cultures.



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- ✚ BDAT Anti-Racism Strategy: Progress Summary – Summer 2026: The curriculum is identified as a strength in many areas, particularly where schools have made clear efforts to include diverse perspectives, cultures, and experiences. Many students enjoy learning about differences, with comments such as “I like learning about people who are different to me,” “we learn about different and diverse communities,” and “it helps you understand other people.” Subjects such as RE and PHSE are highlighted as particularly effective in promoting diversity and inclusion, alongside events such as Black History Month and intercultural celebrations where students could wear cultural dress if they liked. Some students described specific moments where the curriculum felt impactful, such as reading books where characters they empathised with experienced discrimination but overcame challenges, with one pupil explaining that “it made me feel courageous.” These experiences help to build empathy, understanding, and respect.
- ✚ Linking Network secondary events: BDAT secondaries including took part Linking Network Connecting Together and Taking Action events at Bradford City Hall. Students took part in a number of team work activities, working in groups which included students from outside their own school. Students explored how they can take meaningful social action. Students commented ‘I enjoyed engaging with other schools and developing skills for the future. We learned about confidence, individual liberty and respect. We also learned about the history of Bradford’. ‘I enjoyed the group work with other schools and learning about their culture and background, hobbies and their personalities. Everyone was kind, respectful and mindful which made me feel comfortable.’
- ✚ Root Out Racism: Following on from the anti-racism theme identified as a campaign action by Bradford Citizens, BDAT played a leading role in developing the Root Out Racism project. The Root Out Racism event brought together students from BDAT secondaries and other schools as part of National Hate Crime Awareness Week. The day focused on learning how to challenge racism safely and planning impactful anti-racism campaigns. One student commented, “I found these sessions extremely helpful in the sense of deepening my commitment to make our school community a more comfortable and safer place for all students. A place where everyone belongs’.
- ✚ A growing number of BDAT schools celebrate and host culture days.
- ✚ The school is committed to enriching pupils’ lives. Leaders build enrichment opportunities into the curriculum with careful consideration to ensure that all pupils can access these wider opportunities. (*Belle Vue Girls, Ofsted Report, November 2025*)

- ✚ 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.
- ✚ ‘Pupils are respectful of other faiths and cultures. There is arrange of educational visits that enrich the school’s curriculum.’ (*Westminster, Ofsted Report, October 2023*)
- ✚ ‘There is a respectful culture based around the school’s ethos: ‘everyone welcome, everyone belongs, everyone flourishes.’(*Westminster, Ofsted Report, October 2023*)



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- ✚ 'Pupils have a good knowledge of a range of faiths and beliefs. They are respectful to each other regardless of any differences they have' (*Immanuel, Ofsted Report, April 2024*)
- ✚ They learn about a range of different beliefs and religions. Pupils learn about tolerance and celebrate diversity. (*Bradford Girls Grammar School, Ofsted Report, November 2024*)
- ✚ 'The curriculum offers rich opportunities to explore a range of world faiths and non-religious worldviews, preparing pupils for life in a diverse society' (*East Morton, SIAMs report, November 2024*)
- ✚ The Trust continues to work with the Linking Schools network and has received National recognition for the work.
- ✚ Promotion of the linking network with an end of year celebration.
- ✚ 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.
- ✚ Students across the trust found examples of inspirational women from Bradford at City Hall as part of the Connecting Others event.
- ✚ 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 make reference to British Values on their websites and how this is linked to the curriculum and school life.
- ✚ All 21 Schools continue to reference British Values on their websites.
- ✚ 'Pupils have an exceptional understanding of British values, equality and diversity. They connect meaningfully with pupils from another school through visits, letter writing and projects like the 'Reggae' project.' (*Oxenhope, Ofsted Report, February 2025*)
- ✚ Pupils celebrate cultural diversity. They learn all about fundamental British values, for example developing a secure and detailed understanding of protected characteristics. A respect for equality spreads through all aspects of the school's work. (*Belle Vue Girls, Ofsted Report, November 2025*)
- ✚ 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



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- ✚ 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.
- ✚ In 2025 / 26 the BDAT Big Read project has run across the Trust.

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?
- ✚ 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.
- ✚ All schools have been able to celebrate their Diversity, Inclusion and Equality journey with an Assessment Visit (Bronze Award). The assessments referenced the following:
 - 'The school is dedicated to providing a nurturing and enriching environment where pupils can thrive and reach their full potential.' (*St John's CofE Primary School*)
 - 'The physical surroundings of the school bear witness to the exceptional standard of education provided to the children, with displays attesting to the broad, balanced and inclusive curriculum.' (*St Philip's CoE Primary School*)
 - 'Pupils, staff, and parents, driven by the senior leaders and governors, continue to drive up standards and create a learning environment where everybody is included and feels valued.' (*Immanuel College*)
- ✚ 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.
- ✚ Following the final assessment of the Trust in September 2023, and the peer review visit dated 23rd May 2023, BDAT was awarded the MAT Standard for the Diversity Mark. Feedback from the assessment stated:
 - 'The leadership team is effective and there is evidence of strong governance with exceptional engagement from Trustees.'
- ✚ This work was concluded in 2023 – 24 academic year.

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.



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- ✚ 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.
- ✚ Pupil voice activity has taken place and shared with Colleagues across the trust at the annual staff conference.
- ✚ BDAT schools (primary and secondary) joined with 27 schools across Bradford for the first face to face Bradford Citizens UK student summit, hosted at Bradford Girls Grammar School. This celebrated the impact of the Citizens work so far, covering all areas including anti-racism, mental health, the cost of living and Harmful Sexual Behaviour.
- ✚ The Trust has invested in ensuring that the IT provision is equitable across all schools.
- ✚ There has been a number of activities across the trust which enable pupils to work with other schools and other pupils, including BDAT Be There, linking school activities, BDAT Choir, sports day etc, comments from students included: 'I enjoyed today. It was good meeting people like me, and people that weren't like me. Even if we were completely different, we still got along which made it better' (AA, Year 7)
- ✚ The launch of the BDAT parliament took place on the 12th July.
- ✚ All schools have noted an increase in SEMH and SEND needs. Shipley and Clayton St John are increasing provision in their school to support these students.
- ✚ Work with Citizens UK has continued with a theme of Anti Racism, mental health and addressing poverty this year.
- ✚ The Trust has signed up to the Root out Racism campaign.
- ✚ Bradford Forster and Immanuel College have joined the World Reimagined project ran by Bradford Cathedral.
- ✚ The Harmful Sexual behaviour work has concluded.
- ✚ Academic outcomes show improvement for vulnerable pupils
- ✚ Outcomes continue to be reviewed by the Primary and Secondary Trust board committees
- ✚ Academic outcomes show that pupil premium pupils exceed the national outcomes for similar pupils and the gap is closing on other pupils
- ✚ Outcomes continue to be reviewed by the Primary and Secondary Trust board committees
- ✚ 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.
- ✚ 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 to the Trust Board.
- ✚ A comparison will be provided in October 2024.
- ✚ 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.
- ✚ An updated governor monitoring exercise took place in July 2023, the results are displayed on the trust and schools websites through a link to the BDAT website. This information has been shared with the Chairs of Governors and also the Local Governing Bodies. The exercise shows that recruitment activities consider potential governors and trustees of a diverse community.
- ✚ 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.
- ✚ My New Term provides schools with anonymised recruitment application forms ensuring that there is a fair equitable process when recruiting staff.
- ✚ The annual recruitment and retention report will be updated and shared with Trustees in October 2023. This was shared with the Trust Board in September 2023. This report states that colleagues who leave BDAT schools don't cite lack of inclusion as the reason for leaving.
- ✚ In September 2024 the Annual retention report provided to the Trust board detailed that the number of staff leaving education remains around 4% which is lower than the DfE figures (9%) and remains stable year on year. Information supplied through exit interviews/ resignation



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discussions suggest that only one colleague who asked for an interview stated that lack of diversity or inclusion was a reason for leaving.

- ✚ The development of a workforce data dashboard has commenced which will provide Trust oversight into the diversity of the workforce. This continues in 2025 / 26, with up to date reports being provided to the BDAT People Committee.
- ✚ Trustees have prioritised the recruitment of a Head of Inclusion role.
- ✚ A reconfiguring of the Finance team has taken place providing additional resilience with the addition of the Deputy Chief Operating Officer.

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.
- ✚ In year two there have been no internal and external complaints or Permanent Exclusions raised at Trust level that are related to discrimination and prejudicial behaviours.
- ✚ In year three there has been one internal complaint relating to sexuality and one external complaint relating to racism.
- ✚ There has been no Permanent Exclusions raised at Trust level that are related to discrimination and prejudicial behaviours.
- ✚ Analyses of monitoring data demonstrates reduction in incidents and reduced number of formal complaints
- ✚ Complaints and Permanent exclusions relating to discrimination and prejudicial behaviours have reduced in 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.
- ✚ The Family engagement project has started. This has been presented to the Chairs of Governors and Trustees. A Parent Governor PLC has been set up and the first meeting took place in April 2024.
- ✚ Parent surveys will be completed across all schools at the same time to understand engagement levels of parents / carers. These will be completed and analysed in the Summer term.
- ✚ Developing an inclusion strategy and an engagement strategy.
- ✚ Development of policies to ensure political neutrality (Political Visits process)
- ✚ BDAT Anti- Racism Strategy: A rolling programme of student voice and senior leader staff voice has been undertaken during 2025-2026 and will be continued during the autumn term of 2026 in

order to gain input into BDAT's approach to belonging, anti- discrimination and anti-racism. Progress has been fed back to the Trust during the Summer Term of 2026 and the approach will be presented to BDAT People and Trustees by the end of the Autumn Term of 2026.

- ✚ BDAT Anti-Racism Strategy: Progress Summary – Summer 2026: Student voice across BDAT schools presents a strongly positive and inclusive picture overall. Pupils widely report that they feel safe, respected, and valued within their school communities, with relationships, inclusive practices, and opportunities to celebrate diversity identified as key strengths. As one pupil expressed, “everyone belongs,” while another reflected that “everyone treats you respectfully and like you are part of the school.” The majority of students feel that they are accepted and able to be themselves, with this sense of belonging largely shaped by positive friendship groups and schools that actively value difference. Pupils described environments where “everyone is different in their own way, you can express differences,” and where “people are really nice, it makes you feel like you belong.” Schools are often characterised as welcoming places where “everyone is made to feel equal.”
- ✚ BDAT Be There: BDAT Be There was a showcase featuring dance, drama, and music performances from all BDAT secondary schools including BVGA, presented under the themes of Community and Unity. Year 7 students commented: ‘I think the event was important because it showed us how to respect everyone’s culture and it showed us how to come together as one BDAT community’ and ‘The event was important because it showed us how lucky we are to live in such a diverse city’.
- ✚ West Yorkshire Citizens Mental Health Campaign: BDAT secondaries played a leading role in West Yorkshire Citizens' mental health campaign. In September, BDAT held student focus group sessions as part of a listening campaign to identify what issues were causing the most concern to young people in Bradford. A group of BDAT students presented these findings at the West Yorkshire Citizens Delegates Assembly and thus helped to ensure that pressure will be put on local people of power to build community spaces across West Yorkshire. BDAT primaries and secondaries have Student Wellbeing Ambassadors to raise awareness of mental health and to signpost support.
- ✚ BDAT Big Read: Belle Vue Girls' Academy and Immanuel students performed spoken word poetry out in the community at Darley Street Market. The poems focused themes such as reading and identity. Students valued the chance to express their identity: ‘I enjoyed sharing my culture through poetry,’ ‘I loved being asked questions about my culture.’
- ✚ BCB Radio: Students plan and record BCB Radio shows on themes such as wellbeing, mental health and anti-racism. One student commented on the impact of the BCB Radio shows, ‘During radio shows, I have had the opportunity to express myself freely. Not only has it strengthened my communication skills; it has also improved my teamwork and co-operation skills. I have had the chance to work with a diverse range of people and to speak about issues such as racism and many other things where the world is in dire need of compassion. Radio shows have really proven to be a medium where I can get my voice across as a young person, in fact I have felt really empowered’