



# Our Trust

*These four critical questions make it clear who we are and what we do.  
We ask ourselves these questions to guide our work and our improvement.*

## Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

## How do we behave?

- **Hard work**  
*We are determined to see things through to the end and are resilient when faced with challenges.*
- **Integrity**  
*We do the right thing because it is the right thing to do.*
- **Teamwork**  
*We work together to help everyone succeed.*

## What do we do?

- We educate, safeguard and champion all our learners
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and life-long learning.

## How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

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## Our General Equality Duty

In October 2010, the Equality Act introduced a Public Sector Equality Duty, which requires the Trust to:

- have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The Equality Duty requires the Trust to consider how our activities affect the people who share these different protected characteristics and to publish information to demonstrate how we do this. In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. Please also refer to our Trust website under Policies & Information to refer to Equality, Diversity & Inclusion Policy and Staff Diversity, Equity, Inclusion & Belonging Policy.

## Review of Previous Equality Objectives

### Objective 1

***Improve the attendance and lateness of pupils across the Trust so as it is at least in line with national.***

Actions undertaken to meet objective:

Autumn Term 2022

- Conduct Attendance Reviews at all academies
- Deliver Initial Coding training to Attendance Leads
- DFE training on new 2023 framework – impact on academies
- DFE review of current ATT policy

Spring Term 2023

- Walsall-Local Authority (LA) meetings to discuss support in-line with Working Together to Improve School Attendance
- 1:1 academy specific support based on Severely Persistent Absence Cases
- Stowe Valley MAT visit with CF – Severely Persistent Absence procedures
- Tactical meetings with the DFE

Summer Term 2023

- LA Tactical Meetings

- Ravens Academy DFE Attendance Deep Dive 18.04.23
- Sutton Community Academy Attendance Review 24.04.23
- Tactical Attendance Meeting – DFE, NAASA, Stowe Valley and Reach2 Trust 27.04.23
- DFE Attendance Policy Review – in-line with Working Together to Improve School Attendance plus Policy Redraft 03.05.23
- Academic year 2023/24 all academies will have undertaken a full Inclusion Review, including deep dives in Attendance, SEND and Safeguarding
- Launch of the ATT Attendance Platform and Toolkit – Summer Term Two
- Appoint a West region Attendance Support to support Iceni Secondary Academy in summer 1 in the West region
- Appoint a new Trust Attendance and Admissions Lead
- Trust Data v Last Year Trust Data – Bromcom (MIS system)
- Trust Attendance – 2023 93.5% vs 2022 92.9% + 0.6%
- Trust Persistent Absence– 2023 20.6% vs 2022 23.6% -3%
- Primary Attendance 2023 93.7% vs 93.1% + 0.6%
- Primary PA – 2023 19.6% vs 2022 22.6% -3%
- Secondary Attendance 2023 89% vs 2022 89.6% -0.7%
- Secondary PA 2023 36.7% vs 2022 34.4% +2.3%
- Persistent Absence for Pupil Premium (PP) Pupils at Primary Secondary combined for 2023 was 37.2% compared to 30.2% for non-PP pupils
- Trust Attendance Lead supporting Attendance Leads and Attendance Officers with regular KIT meetings

## Objective 2

***Close the gap between the achievement of disadvantaged pupils across the Trust and their peers nationally.***

In 2023, the Progress 8 gap closed from 0.5 in 2022 to 0.44. We wanted to close the gap more, but attendance made this difficult as disadvantaged pupils were more likely to be absent, hence the activities and focus above.

This academic year we have undertaken the following training and support to close the gap for disadvantaged pupils:

- Trust wide Personal Development on Adaptive Teaching and Practice
- Launch of the 7Cs Judith Carter Model to improve adaptive practice
- Targeted Maximising Impact of Teaching Assistant training
- Behaviour, Culture and Attendance Community Group Launched Sept 2023
- Trust Director of Inclusion and Safeguarding and Deputy Director of SEND appointed to support children with SEND who are statistically more likely to come from disadvantaged families
- Community group for Safeguarding, Inclusion and SEND leads to launch the 7Cs Judith Carter Adaptive practice model and enrich knowledge and action around early help
- Pupil Premium training for Pupil Premium leads delivered Summer 20

### Objective 3

***Reduce the number of fixed term and permanent exclusions for SEN pupils and those eligible for pupil premium funding.***

In 2022/23 the number of exclusions/suspensions increased from 39 cases in 2021/22 to 85 in 2022/23, many of these pupils had SEND identified and approximately a third were not upheld.

This year we have undertaken the following training to decrease the suspension/ exclusion rate:

- Trust wide Personal Development on Adaptive Teaching and Practice
- Launch of the 7Cs Judith Carter Model to improve adaptive practice
- Targeted Maximising Impact of Teaching Assistant training
- Behaviour, Culture and Attendance Community Group launched Sept 2023

### Objective 4

***Narrow the gap between the achievement of boys and girls.***

The progress gap between boys and girls failed to narrow, with girls outperforming boys Progress 8 by 0.37 in 2023, as they had in 2022.

### Objective 5

***To monitor and analyse recruitment, promotion, assessment, pay, terms and conditions of employment, redundancy and disciplinary by protected characteristics (where data is available). We will act on any trends or patterns in the data that require action to be taken to close any gaps between those who have a protected characteristic and those who do not.***

- Our recruitment process is robust and compliant. To ensure internal promotions and opportunities are fair and transparent we have introduced a weekly Trust vacancy document which is circulated to all staff
- We have updated our Pay Policy and align to the Burgandy and Green Books
- We have a Regional HR Team that supports academy leadership in both attendance management and capability processes who are able to ensure that processes are applied fairly and without discrimination
- Unconscious bias training is available for all leaders to undertake
- We offer reasonable adjustments both in terms of meetings and workplace adaptations where it is identified that these will be beneficial. We also engage with Occupational Health where appropriate to take specialist advice, which may result in action such as making adjustments to triggers if the individual has a disability. Where any potential issues relating to protected characteristics are raised, we ensure that these are fully considered, before taking any kind of formal action under the processes

# Equality Objectives for 2024 – 2026

## Objective 1

***Improve the attendance and lateness of pupils across the Trust so as it is at least in line with national.***

We will continue to impact in this area by:

- Appointing a Trust Principal with a Personal Development Behaviour and Attitudes Portfolio, who will lead on Primary attendance
- Identify academies where Pupil Premium outcomes are showing improved progress and share their best practice through a peer support model
- The Primary Education Director will lead on Primary Pupil Premium outcomes
- Academic year 2023/24 all academies will have undertaken a full Inclusion Review including deep dives in Attendance, SEND and Safeguarding

## Objective 2

***Reduce the number of fixed term and permanent exclusions for SEN pupils and those eligible for pupil premium funding.***

We will continue to impact in this area by:

- The Governance and Inclusion Teams jointly delivering and supporting training to Principals on suspensions and exclusions, including what to consider where a pupil is SEND
- Continue to create resources to help Principals navigate this area of their work
- Executive Leadership Team continue to support the process in covering some suspension panels, which provides coaching and feedback and items to consider
- Governance and Inclusion Teams continue to share information so that academies can be supported where SEND is a factor
- Principals and academies to receive ongoing training and support about Culture and Adaptive Practice to support our SEN pupils remaining within the class, engaged in learning
- Adaptive Practice as a prevention for suspension and exclusion training delivered to SENDCO, Behaviour and Attendance Leads March 2024
- Governors training on SEND support

### **Objective 3**

***To monitor and analyse recruitment, promotion, assessment, pay, terms and conditions of employment, redundancy and disciplinary by protected characteristics (where data is available). We will act on any trends or patterns in the data that require action to be taken to close any gaps between those who have a protected characteristic and those who do not.***

We will continue to impact in this area by:

- Reviewing our policies in a timely manner and updating as and when necessary, such as changes to employment law
- Invest in a Full Management Information HR system to support us providing accurate and meaningful data. This will allow us to act fast on any items of concern

### **Objective 4**

***To develop the Diversity Equity and Inclusion (DEI) Allies Community Group to support and provide guidance to colleagues and pupils about Diversity and Inclusion, promoting focus days and embedding diversity within the curriculum.***

We will continue to impact in this area by:

- Hold termly Community group events to plan trust wide events to support DEI events such as Neurodiversity week, Pride and International Women's Day etc
- Continue to share and develop diverse curriculum strands to share with the wider communities, for secondary and Primary
- Develop and deliver Webinar events to offer inclusive topics of conversations and knowledge such as continuing with our Menopause Series and completing more adhoc webinars
- Develop and deliver an Elevating Women in Leadership programme to include opportunities to develop skills in networking, coaching (being a coach and receiving coaching), Seminars, webinars and workshops all to develop leadership skills





## Academy Transformation Trust



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