



Equality Objectives 2026–2029

Purpose and scope

These Equality Objectives set out the Trust's priorities for advancing equality across all academies within Brighter Futures Learning Partnership Trust and the Trust's central team for the period 2026–2029. They support the Trust's duties under the Equality Act 2010 and Public Sector Equality Duty and are aligned with our moral purpose of providing exceptional education, care and opportunity for every learner, every day, and with the commitments in our People Strategy.

The objectives have been selected to concentrate effort and resource on the areas identified through Trust-level information as the most significant priorities: outcomes for disadvantaged learners and learners with SEND, equality of opportunity within our workforce, and the development of an inclusive culture across a Trust serving infant, junior, primary, secondary and technical provision.

Our equality objectives

Objective 1: Advance equality of opportunity for disadvantaged learners

Narrow attainment, progress, attendance and destination gaps for disadvantaged learners, with particular attention to inequalities affecting disadvantaged learners who also share protected characteristics.

Trust-level data identifies continuing gaps in attainment, progress and destination outcomes between disadvantaged learners and their peers. The Trust will use its data to identify where disadvantage overlaps with protected characteristics and where barriers to equality of opportunity are greatest.

What the Trust will do:

- Apply a consistent, evidence-informed approach to disadvantage across all academies, drawing on Research School practice.

- Strengthen quality-first teaching and targeted academic support through academy pupil premium strategies.
- Use employer-engagement partnerships, including through Doncaster UTC, to widen access to high-quality careers guidance, work experience and technical pathways.
- Use Trust and academy data to identify and address disparities for disadvantaged learners who also share protected characteristics.

How we will measure success:

- Annual Board reporting on attainment and progress gaps at each key stage.
- Attendance and persistent absence rates for disadvantaged learners.
- Suspension and exclusion rates for disadvantaged learners.
- Destinations: proportion sustaining education, employment or training.
- Where numbers permit, analysis of the above by relevant protected characteristic and intersection with disadvantage.
- Year-on-year improvement, with the aim of narrowing identified gaps by 2029.

Objective 2: Advance equality of opportunity in employment and leadership

Objective: Improve representation, progression and access to leadership for under-represented groups sharing protected characteristics.

Why this is a priority: The People Strategy commits the Trust to attracting, developing and retaining the best staff. Current workforce and gender pay gap information indicates that women are under-represented in senior leadership relative to their share of the workforce, and that the diversity of the workforce does not yet fully reflect the diversity of the communities served.

What the Trust will do:

- Apply inclusive recruitment practice across the Trust, including anonymised shortlisting where appropriate, diverse interview panels and bias-aware training for recruiting managers.
- Publish and act on annual workforce and gender pay gap analysis by protected characteristic, where data permits.
- Extend access to leadership development, coaching and Trust-wide CPD for under-represented groups, including part-time and support staff.

- Promote flexible working so that caring responsibilities and disability are not unnecessary barriers to progression.

How we will measure success:

- Annual workforce profile by relevant protected characteristic and pay band, benchmarked where appropriate against the Doncaster working-age population.
- Reduction in the mean and median gender pay gap.
- Increased representation of under-represented groups on leadership development programmes and in shortlists for senior posts.
- Staff survey measures relating to fair treatment, inclusion and access to development, disaggregated by protected characteristic where numbers permit.
- Annual review of recruitment, progression and retention data to identify and address disparities.

Objective 3: Advance equality of opportunity for disabled learners and learners with SEND

Objective: Remove barriers to participation, inclusion, progress and transition for disabled learners and learners with SEND or additional needs.

Why this is a priority: The Trust is committed to inclusive practice and holistic development for every learner. Trust reporting indicates that learners with SEND and social, emotional and mental health need remain a particular priority in relation to absence and suspension, while transition between phases is a point of particular risk.

What we will do:

- Establish a shared Trust-wide standard for adaptive teaching and reasonable adjustments, supported by CPD for teaching and support staff.
- Strengthen SENCO collaboration and information-sharing across phases so needs are identified early and provision is continuous through transition.
- Audit physical and digital accessibility at every site and remove identified barriers.
- Ensure curriculum, enrichment, trips and extra-curricular provision are accessible to all learners.
- Use learner and parent/carer feedback to identify barriers and improve provision.

How we will measure success:

- Progress and attainment of learners with SEND against relevant peers.

- Attendance and persistent absence rates for learners with SEND and those with SEMH needs.
- Suspension and exclusion rates for learners with SEND and those with SEMH needs.
- Participation rates in enrichment and extra-curricular activity by SEND status.
- Completion of accessibility audits and implementation of agreed actions at all sites.
- Parent and carer feedback on how well their child's needs are identified and met.
- Evidence of effective transition and continuity of provision across phases.

Objective 4: Strengthen an inclusive culture and good relations

Objective: Ensure that learners and staff experience belonging, respect and fair treatment, and that discrimination, harassment, prejudice and victimisation are identified, challenged and addressed.

Why this is a priority: A Trust-wide equality strategy should address not only access and outcomes but also the experience of learners and staff and the quality of relationships across our communities. This objective will provide a clear mechanism for monitoring the Trust's progress in fostering an inclusive culture and good relations.

What we will do:

- Strengthen Trust-wide expectations for respectful and inclusive behaviour.
- Ensure staff and learners understand how to recognise, report and respond to discrimination, harassment, prejudice and victimisation.
- Use equality-related incident data to identify patterns, take action and monitor recurrence.
- Promote curriculum, professional learning and enrichment opportunities that support respect, understanding and good relations.
- Use staff, learner and parent/carers feedback to monitor belonging, inclusion and confidence in reporting concerns.

How we will measure success:

- Annual analysis of reported equality-related incidents, including trends and repeat incidents.
- Evidence of timely and effective action in response to discrimination, harassment, prejudice and victimisation.
- Staff and learner survey measures relating to belonging, fair treatment, respect and confidence in reporting concerns.

- Participation in relevant equality, diversity, inclusion and good-relations activity.
- Evidence of actions taken in response to identified disparities or concerns.

Governance, monitoring and publication

The Board of Trustees will retain oversight of progress against these objectives. Progress will be reported to the Board annually, with interim monitoring through the Trust's standing committees and academy governance.

The Trust will publish relevant equality information annually and will publish an update on progress against these objectives. Reporting will identify key trends, progress against measures, actions taken, emerging disparities and any changes in priority.

Each academy will contribute to the Trust objectives through its own improvement planning, local actions and monitoring. Academies will not be required to create separate equality objectives where the Trust-wide objectives adequately address their local priorities; however, local equality information and actions will be reflected in academy planning and governance.

The objectives will be reviewed in full and republished no later than 2029, or earlier where Trust-level evidence indicates that priorities have materially changed.