



EQUALITY OBJECTIVES

2021-2023

MAT Board Approval:

Autumn 2021

Next Review:

Autumn 2023

Member of Staff Responsible:

Mrs Claire Davies

Our Vision

'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

Our Values



To Love

The New Testament sums up the entire law as a call to “love your neighbour as yourself” (Galatians 5:14). The Bible teaches that we are only able to love because God first loved us (1 John 4:10). This love is expected to characterise the way in which the DoWMAT operates, makes decisions, builds relationships, and carries out its day-to-day business: each person putting the needs of others before their own, with a commitment to the flourishing of all. The exposition of love in 1 Corinthians 13 reminds us that love is patient, kind, forgiving, generous, humble, trusting, respectful, hopeful, resilient and enduring. Those who learn and work in the DoWMAT, and all who come into contact with it, can expect to experience that love in the way that they are treated.



To Learn



The DoWMAT is a Christian learning community that is committed to enabling all to live a life of freedom and transformation as a result of the hope and wisdom that learning brings. Learning is at the heart of the Church of England’s vision for and commitment to education. Growing in wisdom is celebrated in the Bible and all are exhorted to listen, to seek guidance, to acquire knowledge and to learn discretion (Proverbs 1: 1-6), largely through human relationships and interactions. Jesus’ teaching, as summed up in the Beatitudes (Matthew 5:3-10), describes human beings who are learning to live a life that is characterised by humility, compassion, mercy, righteousness and peace. The learning that takes place within the DoWMAT is expected to be recognisably rooted in these godly characteristics and focused upon enabling the holistic development of people who are made in the image of God.

To Serve

Service and servant leadership, was a striking feature of the way in which Jesus lived his life. The example he gave to his disciples in washing their feet (John 13:1-17) provides us with a role model for the way in which we should seek to live in community with others. Putting the needs of others before our own, supporting people in their growth and development as holistic human beings, enabling people’s gifts and talents to come to the fore as a result of our service to them are all defining characteristics of the way in which the DoWMAT operates. In serving others and meeting their needs through generosity of spirit, we manifest God’s grace and love for others (1 Peter 4:8-11).



These core values underpin all aspects of our Trust as we strive to make a positive difference to the lives of all DoWMAT pupils whilst they are at school and in later life. Through these values, we can be sure our community is one of hope; a place of transformation and trust, where all are treated with respect and dignity.

OUTSTANDING PROFESSIONALS | COLLABORATIVE PARTNERSHIPS | STRONG SYSTEMS | CONFIDENT LEARNERS

DoWMAT Equality Objectives 2023-2027

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
All	Publish and promote the Equality Policy through the Trust website. Each academy to publish the Equality Policy on their academy website.	Noting staff and parent awareness of principles of the Equality Policy	CEO Headteacher / Designated Member of staff	Ongoing	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays. Parents are aware of the Equality Plan.
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	Headteacher / Governing Body	Termly progress reviews	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Headteacher / SLT	Continual	Curriculum reflects principles of the Equality Policy
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE	Headteacher	Continual	More diversity reflected in school displays across all year groups
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the Pupil Parliament by election or co-option), class assemblies, fund raising, pot of fairness, etc.	School council / Pupil Parliament representation monitored by race, gender, disability	Member of staff leading on school council	September 2023	Key school roles are shared fairly among pupils
All	Ensure reward systems for Behaviour, Attendance, effort and achievement do not discriminate on any covered by the protected characteristics or on grounds of ill health	Review of award systems / celebration events.	CEO / Headteachers / Heads of School	Ongoing	Reward systems are fair and proportionate and do not discriminate on any covered by the protected characteristics or on grounds of ill health
Representation	Work towards a position of ensuring Board / LABs have equality of representation for respective genders / cultures within their community.	Board / LAB Diversity publishing	CEO	5 years	Boards have diverse representation which reflects the staff make-up / community it serves.

Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Local Academy Board / DoWMAT on a termly basis.	The Headteacher / LAB will use the data to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / LAB	Ongoing	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the LAB
Gender Equality Duty	Introduce initiative to encourage girls to take up sport outside the curriculum requirements, and boys to take up dance to make participation rates more reflective of the school population.	Noticeable participation of girls and boys in sports clubs and out of school sport activities	Member of staff leading on Sports / PE	Ongoing	More girls and boys take up after-school sports clubs
Disability Equality Duty	Disabled children can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies	Monitoring involvement of disabled pupils	SEND Co-ordinator	Ongoing	Disabled children clearly taking part in all aspects of school life
Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	PSHE assessments	Member of staff leading on PSHE	Ongoing	Increased awareness of different communities shown in PSHE assessments