

SHARE MAT

Equality, Diversity and Inclusion Annual Statement

Academic Year	2025-26
Name of statement writer	Lewis Day
Date of last statement	March 2025
Date of next statement	March 2027



1. Annual Statement

- 1.1 Share MAT's Equality, Diversity and Inclusion Policy & Procedure sets out how the organisation will comply with the Public Sector Equality Duty (PSED) as stated in the Equalities Act 2010, including what policies, actions, and monitoring will be undertaken to evidence compliance. Below is our annual statement for 2025-26.
- 1.2 The trust's Equality, Diversity and Inclusion Policy & Procedure covers the following core aims of the trust:
- To ensure that all pupils, staff and families are treated fairly and with respect
 - To remove barriers to participation and achievement for individuals and groups
 - To promote understanding and appreciation of diversity across our communities
 - To challenge prejudice and discrimination wherever it occurs
 - To equip pupils and staff to recognise and reduce stereotypes and bias
 - To celebrate our diversity and the many ways in which people can achieve.
- 1.3 In line with our core principle of "Valuing People, Supporting Personal Best," it is essential that we review our progress annually against our equality, diversity, and inclusion (EDI) objectives.
- 1.4 This annual statement is designed to complement the policy by providing an update on our progress as a trust, including the provision of academy-level information.
- 1.5 SHARE MAT remains committed to ensuring that equality, diversity and inclusion are embedded in all aspects of our work – from curriculum and enrichment to recruitment and governance. We will publish measurable objectives and monitor progress systematically to ensure accountability and continuous improvement.

2. Statutory requirements

- 2.1 The Public Sector Equality Duty (PSED), introduced by the Equality Act 2010, places a legal obligation on all public bodies, including multi-academy trusts and individual schools, to have due regard to the following three aims when carrying out their functions:
- Eliminate unlawful discrimination, harassment, victimisation and any 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 [gov.uk].
- 2.2 These requirements apply to all aspects of decision-making, policy development, and service delivery within our trust. Compliance must be proportionate, timely, and integrated into our processes, rather than treated as a separate or retrospective exercise [ascl.org.uk].

2.3 In addition to the general duty, schools in England are subject to specific duties under the Equality Act 2010 (Specific Duties) Regulations 2011. These are designed to support compliance with the general duty and include:

- Publishing equality information annually to demonstrate how the trust and its academies are meeting the PSED
- Preparing and publishing one or more equality objectives at least every four years, which are specific and measurable, and which further the three aims of the duty.

2.4 These statutory duties apply to all nine protected characteristics under the Equality Act: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (with marriage and civil partnership relevant only to the first aim).

3. Objectives 2022-2026

3.1 Our current equality, diversity, and inclusion objectives were published on the trust website in accordance with the specific duties under the Equality Act 2010. Since their publication, we have worked systematically across all academies within the trust to implement actions that support these objectives.

- To periodically review and revise our curriculum so that it is representative of the diversity of our culture and society, encouraging tolerance and respect. We will identify opportunities to teach beyond the national curriculum, so that pupils can learn about a wider range of cultures and experiences.
- Every academy will monitor and analyse pupil achievement and progress by ethnicity, gender and disability and act upon trends or patterns in this data which identify the need for additional support for pupils, with the aim of narrowing the gap for different groups.
- Raise pupils' awareness of the range of opportunities available to them (courses, careers etc.), by using visitors or creating links to organisations that can provide role models from different walks of life for pupils to learn from and relate to.
- The trust will attempt to increase the profile of its workforce and governance closer to that of the student profile within the schools. In the early stages, we will focus on trying to encourage more trainee teachers from minority ethnic backgrounds.
- To ensure that staff and governors are aware of current legislation surrounding equality and diversity, that there is an understanding of the trust's responsibility to promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within the trust community.

4. Progress against Objectives

4.1 In terms of progress, the trust has delivered, concerning objective 1, the following:

- Our most recent student survey shows that 96% of respondents agreed or were neutral with the statement: "My school encourages me to respect

people from other backgrounds and to treat everyone equally.” This figure has consistently remained above 90%, demonstrating sustained impact.

- Recent Ofsted inspections in our secondary schools have highlighted that students are knowledgeable and respectful of different faiths, beliefs, and cultures, and have a clear understanding of the protected characteristics and the Equality Act 2010.
- Primary schools have transitioned their religious studies curriculum to the local agreed syllabus, ensuring coverage of all six major world religions.
- Secondary schools have reviewed the diversity of their English curriculum at key stage 3 and introduced diverse texts through reciprocal reading activities.
- Individual academies have implemented innovative initiatives, such as culture days at Royds Hall and a community Iftar at Thornhill to celebrate Eid, strengthening community engagement and cultural understanding.

4.2 In terms of progress, the trust has delivered, concerning objective 2, the following:

- Monitoring by gender and SEND is embedded across the trust, and results are regularly reviewed at school level. However, outcomes remain varied across academies and subjects, making it difficult to identify consistent trends or summarise impact succinctly.
- Significant investment has been made to support SEND students, including the introduction of the SEMH toolkit, increased capacity within schools, and targeted training for teaching assistants. These measures have strengthened provision and improved support for pupils with additional needs.
- There are examples of strong practice in some academies, but this is not consistent across the trust.

4.3 In terms of progress, the trust has delivered, concerning objective 3, the following:

- Academies have hosted visitors from Bradford Interfaith Council, local colleges and universities, the NHS, and local employers, creating meaningful links with the community.
- The trust currently achieves 96% compliance against Gatsby Benchmarks 6–8, demonstrating that pupils regularly encounter visitors and role models from diverse backgrounds.
- Engagement with external partners has supported careers education and broadened pupils’ awareness of opportunities beyond school.

4.4 In terms of progress, the trust has delivered, concerning objective 4, the following:

- We have launched the people dashboard to capture a snapshot in time of our workforce.
- Some progress has been made in attracting trainee teachers from underrepresented backgrounds.

4.5 In terms of progress, the trust has delivered, concerning objective 5, the following:

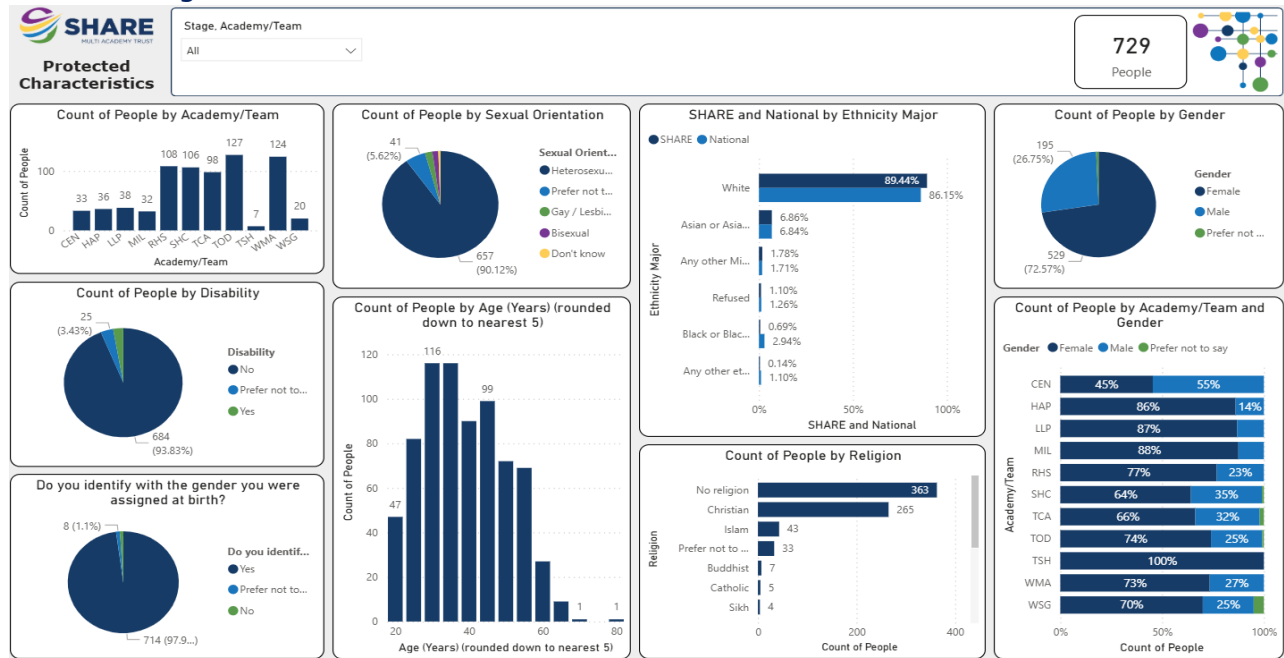
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- Key staff, including personal development leaders and SENDCos, have received training on the Public Sector Equality Duty and related responsibilities.
- Wider training for all staff is now being rolled out across the trust, with a goal of every staff member receiving equality, diversity and inclusion training by December 2026.
- Governors have been provided with briefing sessions and policy updates to strengthen their understanding of equality legislation.

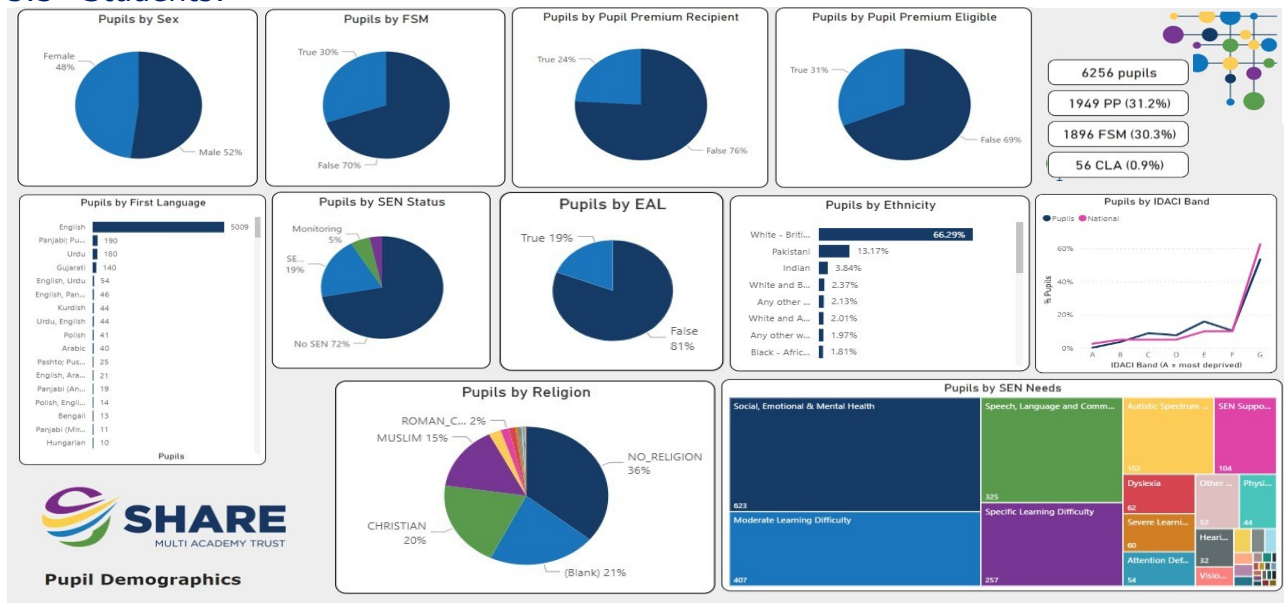
5. Information for monitoring

5.1 The trust has identified and collected relevant information to monitor compliance with the Equalities Act 2010 and against policy objectives. Below are the academies' annual returns concerning the current position.

5.2 Staffing:



5.3 Students:



6. Our Objectives (2026-2030)

6.1 Our objectives for the 2026-2030 cycle are as follows:

- **Objective 1**

All pupils access a curriculum that reflects and celebrates the diversity of the communities we serve. As a result, pupils from all backgrounds achieve well, feel seen in their learning, and are equipped to thrive in a diverse society.

- **Objective 2**

Our trust is recognised as a place of work and learning where all individuals - regardless of protected characteristics - feel welcome, valued and like they belong. Colleagues, pupils and parents consistently tell us we are successful at fostering inclusive environments and advancing equality of opportunity.

- **Objective 3**

Our trust is known for strong, reciprocal relationships with our local communities and parents, who feel heard, respected and involved. They tell us we understand their children's diverse needs and aspirations, and that our schools serve the communities they are in well - building trust, improving outcomes, and strengthening social cohesion.

6.2 Our Equality, Diversity and Inclusion Policy & Procedure outlines how we will monitor and assess progress against these objectives.

7. Next steps

7.1 The next phase of our equality, diversity, and inclusion work must move beyond pupil-focused objectives to encompass all stakeholders, including staff, governors, parents, and local communities.

7.2 Our strategy will be embedded at trust level and routinely monitored to ensure accountability and continuous improvement.

7.3 Systematic processes for equality data will be introduced. This includes updating the people dashboard, integrating ethnicity monitoring into leadership KPIs, and using findings to inform strategic decisions.

7.4 Bi-annual EDI reviews and audits through the EDI working party and the People Committee will support progress.

7.5 Annual statements will be published to support with transparency of progress against the agreed objectives.

7.6 Engagement with parents and communities will be strengthened through website accessibility audits, translation of key policies, and provision of accessible formats.

7.7 Staff development will remain a priority. Mandatory equality training will be delivered on a four-year cycle, with leadership training focused on the Public Sector Equality Duty. Careers and personal development leaders will receive training to evaluate equality impact and avoid stereotypes.

- 7.8 Equality objectives will be refreshed and published by the statutory deadline (see section 6).
- 7.9 By embedding monitoring, broadening stakeholder engagement, and aligning our actions with best practice guidance, the trust will move towards a more comprehensive and sustainable approach to advancing equality, fostering good relations, and eliminating discrimination.

8. Linked policies

- Equality and Diversity Policy & Procedure
- Safeguarding and Child Protection Policy & Procedure
- Anti-Bullying Policy & Procedure
- Behaviour Policy & Procedure
- Attendance Policy & Procedure
- SEND Policy & Procedure
- People Strategy
- Whistleblowing Policy & Procedure
- Grievance Policy & Procedure
- Staff Code of Conduct

Government & DfE Guidance

- [Equality Act 2010: guidance – GOV.UK](#)
- [Equality Act 2010 \(legislation\)](#)
- [Equality Act 2010: advice for schools – GOV.UK](#)
- [The Equality Act 2010 and schools \(DfE departmental advice\)](#)
- [Public Sector Equality Duty: guidance for schools \(EHRC\)](#)
- [Publishing equality objectives: guidance for schools \(EHRC\)](#)
- [DfE Equality and Diversity \(departmental strategy and workforce data\)](#)