



EQUALITY, DIVERSITY, INCLUSION AND BELONGING



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STRATEGY AND OBJECTIVES

2022 - 2025



Marches Academy Trust (MMAT) Equality Diversity Inclusion Belonging (EDIB) Strategy and Objectives for 2022 to 2025

Introduction

Marches Academy Trust (MMAT) are excited to announce its first Equality Diversity Inclusion and Belonging (EDIB) strategy, which will incorporate its EDIB objectives for the period 2022-2025. The Department for Education and Ofsted are two of many national strategic directives in Education that identify the significance of EDIB, and how it remains at the heart of core values.

MMAT recognise the importance of embedding EDIB principles and practices within our planning and the decision-making processes. It understands how these principles will ensure the delivery of high quality, inclusive services to our children and young people and that staff can work within an environment that offers equality of opportunity and is free from discrimination.

We will continue to advance our EDIB strategy to ensure it is central to how we conduct and carry out our day-to-day business across the Trust and the way we work with Trustees, Local Governing Bodies, Schools, our communities, other partners and stakeholders.

This strategy will explain:

- Our approach over the next three years (2022 to 2025).
- The Trusts and Schools' EDIB objectives which will be set out for this period.
- How our schools will support and drive this EDIB Strategy
- How the Trust will fulfil our legal duties.

Shropshire Demographic Profile

Shropshire demographic profile 2021 Census (Fully released 2023)

In the 2021 census the population of Shropshire was 323,600 and is made up of approximately 50.7% females and 49.3% males.

The average age of people in Shropshire is 48, compared to 40 in England. 5.9% of people living in Shropshire in 2021 were born outside of the UK, compared to 17.4% nationally.

97.4% of people living in Shropshire speak English. 94.1% were born within the UK, 5.9% were born outside of the UK.

The religious make up of Shropshire is 55.5% Christian, 37.0% No religion, 0.5% Muslim, 0.3% Buddhist, 0.2% Hindu, 0.2% Sikh, 0.1 Jewish, 0.5% other religion.

49.4% of people are married or in a registered civil partnership. 31.3% never married and never registered a civil partnership, 2.0% separated but still legally married or still legally in a civil partnership. 9.9% are divorced or have had their civil partnership dissolved, 7.3% are widowed or surviving civil partnership.

90.6% within Shropshire identify as straight or heterosexual, 1.2% identify as gay or lesbian, 0.96% identify as bisexual, 0.12% identify as pansexual, 0.04% identify as asexual, 0.01% identify as queer, and 0.01% identify as another sexual orientation.

93.98% of people have a gender identity the same as their sex registered at birth, 0.11% of people have a gender identity different from their sex registered at birth but no identity given. 0.05% are registered as a trans woman and 0.06% are a trans man. 0.04% are non-binary.

Within Shropshire 18.5 are classified as disabled under the Equality Act 2010 and 81.5% not disabled under the Equality Act 2010.

56.0% of Shropshire were in employment in 2021, 2.4% unemployed and 41.6% classed as economically inactive. 50.8% of households were not classes as being in deprivation in 2021 compared to 34.0% being deprived in one dimension and 12.4% being deprived in two dimensions, 2.6% in three dimensions and 0.1% deprived in four dimensions.

The top occupations listed by people in Shropshire are : Professional 17.6%, Managers, directors and senior officials 13.9%, Skilled trades 13.8%, Associate professional and technical 12.2%, Caring, leisure and other service 10.0%, Caring personal service 10.0%, Elementary 9.9%, Administrative and secretarial 8.7% and Process, plant and machine operatives 6.7%.

MMAT EDIB Objectives for 2022 – 2025.

Legal Framework

Equality Act 2010

The Equality Act 2010 (the Act) represents the culmination of years of debate about how to improve British equality law. It offers individuals stronger protection against discrimination based on protected characteristics. The Act also gives employers and businesses greater clarity about their responsibilities, and it sets a new expectation that public services must treat everyone with dignity and respect. It is supported by the specific duties contained in The Equality Act 2010

Public Sector Equality Duty - The Equality Act also established the Public Sector Equality Duty (PSED). There are 3 aims to the (PSED) as a public body, the Trust must:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity
- Foster good relations

This involves having due regard to the need to:

- Remove or minimise disadvantages suffered by people due to their protected characteristics.
- Take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people, for example, taking steps to take account of people with disabilities.
- Encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.
- Foster good relations between those who share a protected characteristic and those who do not.

This means tackling prejudice and promoting understanding between people from different groups and communities.

The Equality Act 2010 (Specific Duties) Regulations 2011. The specific duties require public bodies to publish relevant, proportionate information showing compliance with the Equality Duty, and to set equality objectives.

The specific duties require public bodies to:

- publish information to demonstrate their compliance with the general equality duty ('equality information').
- Prepare and publish one or more equality objectives which it thinks it should achieve to do any of the things mentioned in the general equality duty

Ofsted Education Inspection Framework (2019) inspectors will assess the extent to which the school complies with the relevant legal duties under the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998. Schools must "promote an inclusive environment that meets the needs of all children and young people, irrespective of age, disability, gender reassignment, race, religion, belief, sex or sexual orientation". Inspectors report non-compliance with the Equality Act 2010 whenever encountered.

[The timeline underpinning the strategy for 2022 – 2023 follow this link](#)

Developing EDIB Objectives

A [Cultural Competency Framework](#) (CCF) model was identified for the development of this EDIB strategy and EDIB objectives. This model was shared and positively received by our Schools. The framework has been designed to fit with the primary and secondary education architecture as it fully develops and encourages alliances, builds relationships, multi-speciality networks, strong leadership and governance, evidence-based decision making and advances EDIB through the curriculum, policies and day to day functions.

The Cultural Competency Framework comprises of 6 themes which were assessed:

Theme 1: EDIB Leadership, Compliance and Organisational Development.

Theme 2: Governance Process

Theme 3: Curriculum Design and Delivery

Theme 4: Inclusive and Diverse Workforce

Theme 5: EDIB HR/OD Related Policies, Procedures, and Functions

Theme 6: Community/Stakeholder Engagement and Partnerships

Each theme was supported and assessed via a set of specific outcomes. Monitoring performance against these themes will be reviewed annually.

Each school undertook the Cultural Competency Framework assessment to establish a baseline, identify areas of good, embedded practice and to identify areas for development ; which can be carried out independently or as a collaboration with other schools and the Trust.

The assessments:

- Provided equality data and opportunities, sufficient for MMAT to develop its EDIB Strategy and for each school to develop individual objectives which would support school development planning.
- Identified gaps which provided a range of short term and medium term EDIB actions which would support the embedding process and a further movement towards equality diversity and inclusion.

The results from the Cultural Competency Framework assessment support the development of and underpin EDIB Objectives.

The EDIB strategy went out for consultation in November 2022. It was shared with Trustees, Local Governing Bodies, Headteachers and a newly formed EDIB committee. The committee includes a representative from:

- Headteachers
- EDIB Ambassadors
- Trustees
- Local School Governors
- Teaching and Non-Teaching Staff
- Parents and other stakeholders
- Union representative

Children and Young People are being consulted through the MMAT “One Voice” group.

EDIB OBJECTIVES



Cultural Competency Assessment Grade Ratings across Schools

Themes	Constant grade ratings across all Schools	Ratings averaged across all Schools
1. Leadership, Compliance and Organisational Development	Developing	Developing
4. Inclusive and Diverse Workforce	Beginning	Beginning
5. EDIB Related Policies, Procedures, and Functions.	Developing	Developing
Themes	Variation across all Schools	
2. Governance Process	Beginning - Developing	Beginning
3. Curriculum Design and Delivery	Beginning - Embedding	Developing
6. Community Stakeholder Engagement and Partnerships	Beginning - Developing	Developing

Marches Academy Trust EDIB Objectives

EDIB Objective 1 Inclusive and Diverse Workforce

The Trust has a culture of an inclusive and diverse workforce - enabling us to draw upon the widest possible range of views, experiences, and opinions.

The Trust and schools are clear about its workforce profile being representative of the communities it serves and there is equality of opportunity for all staff.

EDIB Objective 2 EDIB Related Policies and Procedures

The Trust has a range of EDIB related policies procedures and initiatives in place which are reviewed regularly and assessed to ensure fairness and equity.

EDIB Objective 3 Governance Process

The EDIB governance structure provides robust and inclusive governance.

The Trust has a structured and transparent process in place where the development of its EDIB agenda is shared with a range of stakeholders and their views are considered and can influence the EDIB priorities.

EDIB Objective 4 Leadership, Compliance and Organisational Development

Governing Bodies/Trustees and Senior Managers take responsibility for promoting EDIB

The Trust produces and publishes information to demonstrate compliance with the Equality Act and its duties

The Trust supports schools to set EDIB priorities and objectives in consultation with key stakeholders to support the Trust's vision of being an inclusive organisation.

The children and young people within our organisation will not only be informed of the importance on equality, diversity, inclusion and belonging but will actively support its implementation in their contribution to building a fair and just society.

School EDIB Objectives for 2022 – 2023.

For the first year we agreed each school will produce EDIB objectives for 2022- 2023 linked to their school development plans. Performance against these objectives will be included in the school's EDIB annual report and published. This will be reviewed and future objectives may be longer term and be delivered over the time period of the strategy.

To see each individual school's objectives, please click on the [link here](#).

Key National, Regional and Local EDIB Drivers

2010 Equality Act Public Sector Equality Duty (PSED) Three Aims

Aim 1: Eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act.

Aim 2: Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.

Aim 3: Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Ofsted

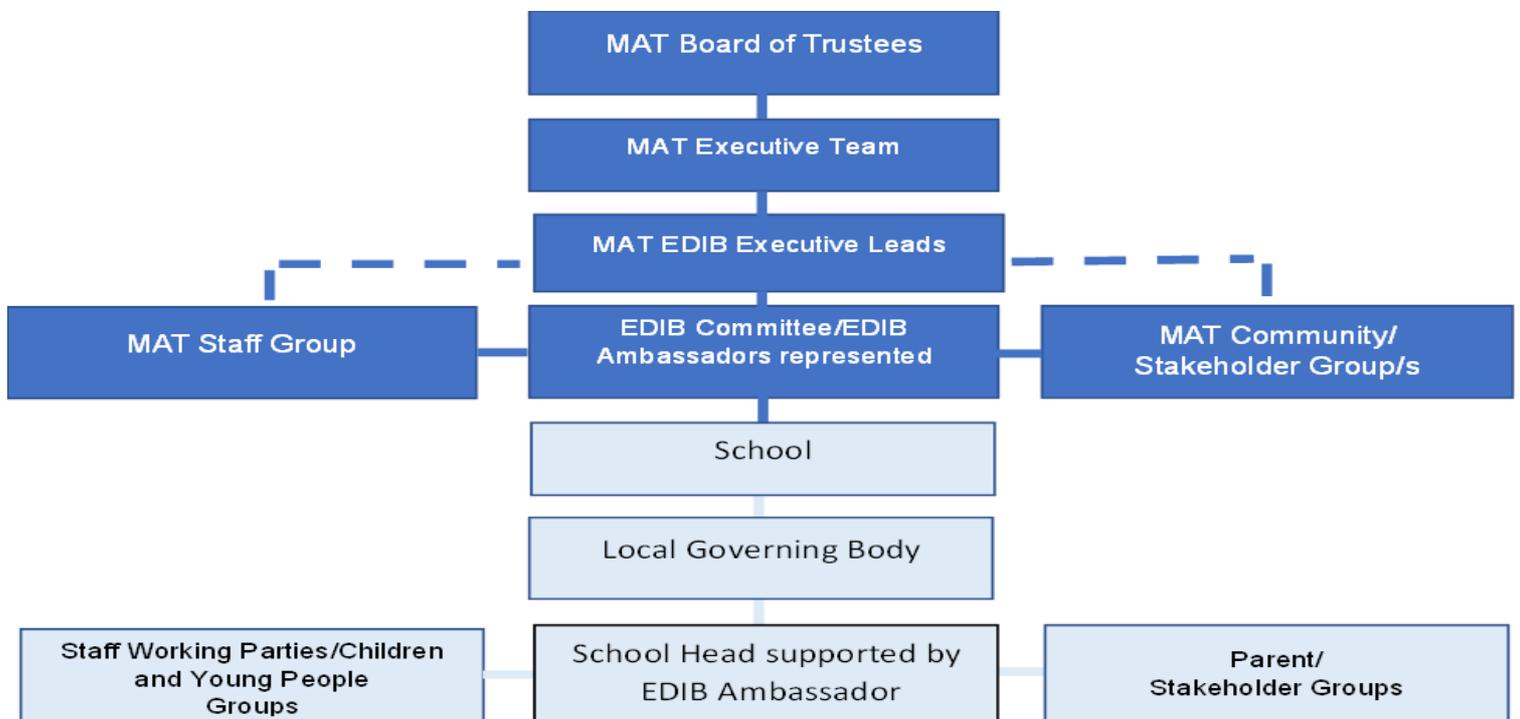
When completing its inspections, Ofsted reports on and scores many aspects about a school in five separate areas, which are:

- **The overall effectiveness of the school** – This is where the inspector uses all evidence gathered to determine the real-life experience of attending the school. The inspector will consider their evaluation of the four other areas prior to coming to this conclusion.
- **The quality of education (teaching, learning and assessment)** – Inspectors will consider the curriculum and how this is taught, and the outcomes that children and young people achieve as a result of this.
- **Behaviour and attitudes** – This considers how teachers create a calm and positive environment for their children.
- **Personal development** – Inspectors will consider the steps that schools have taken to create opportunities for personal development in their staff and children.
- **Leadership and management** – How school leaders ensure the school has a positive impact on children and young people.

Also included in the five areas listed above, are equality and diversity requirements that schools must adhere to. Equality and diversity fall under each of the areas listed above – for more information please go to [Ofsted](#)

How Marches Academy Trust will manage and deliver the EDIB Agenda

Proposed Marches Academy Trust (MMAT) EDIB Governance Structure



How Marches Academy Trust will manage and deliver the EDIB Agenda

MMAT provide a robust and inclusive governance for EDIB through the following arrangements:

Board of Trustees provide the leadership and have overall decision-making responsibilities for MAT.

MMAT Executive Team will receive regular updates from the Executive leads and ensure the EDIB strategic plan is achieving its identified aims and objectives within scheduled timeframes.

This EDIB committee represents the Trust, School Leaders and stakeholder groups who will have recommendation and decision-making responsibilities. The committee brings together representatives from:

- Head Teachers
- EDIB Ambassadors
- Trustees
- Local School Governors
- Teaching and Non-Teaching Staff
- Children and Young People
- Parents and other stakeholders

The committee provides a voice and will scrutinise, provide feedback and influence our EDIB work and publications.

Local Governing Body – each school has a Local Governing Body who will provide the leadership and have overall decision-making responsibilities for the School's EDIB agenda.

School Heads and EDIB Ambassadors – will play a crucial role and will be the glue that binds the EDIB governance structure. They will foster good relations and will be key influencers and mediators between the diverse groups that make up the governance structure.

The Staff Working Parties - will be developed over time and will provide a platform for staff at all levels and from a range of areas and departments. These groups will meet regularly, chaired by the School's EDIB Ambassador. The main function of the staff working parties will be to provide and represent the views of its workforce, provide equality of opportunity of all staff and to provide liaison between the workforce and management teams.

Staff working parties will receive and discuss a range of EDIB work related issues and make recommendations which will influence action planning and decision making. These groups will also be consulted on significant changes to EDIB related workforce policies, functions and/or curriculum.

Children and Young People Group – Through established groups, for example – The “One Voice” Group and or other CYP groups we will ensure a platform for our Children and Young People to be involved in the way the schools develop this EDIB Strategy.

Parent /Stakeholder Groups - Parents and other significant stakeholders e.g., Carers, Voluntary and Community and provider partners will continue to be developed across MAT and the Schools. A key aim of the groups will be is to discuss shared experiences and ideas, with the feedback informing the School's EDIB agenda.

Reporting on the EDIB Objectives

The Equality Act 2010 (Specific Duties) Regulations 2011 A part of this regulation requires MMAT and schools are required to publish information annually to evidence compliance with the Equality Acts Public Sector Equality Duty (PSED). The MMAT and School will publish an annual report (or provide this information through an alternative source) providing summary information on progress against their equality objectives along with other activity, good practice or associated mechanisms used to demonstrate compliance with the PSED three aims and other statutory requirements. The information below will be published throughout the year, internally and on MMAT and individual school's website.

Marches Academy Trust have the responsibility to report on how it is meeting its EDIB responsibilities along with providing assurances that schools are progressing and are supported in meeting these responsibilities. This will be achieved through referencing:

EDIB Strategy and Objectives	Public Sector Equality Duty Annual Report
Workforce Diversity Profile Report	Equality Impact assessments
Annual School EDIB Audit	Cultural Competency Framework Grading and Review

School Development Plans

School Development Plans will include a specific section related to EDIB activity and/or actions and routinely monitored and reviewed through the EDIB Executive lead and the MAT Executive group.

Equality Impact and Risk Assessments

Equality Impact and Risk Assessment (EIRA) will be a key agreed scrutiny process to provide an audit trail of evidence for giving 'due regard' to the Equality Acts, Public Sector Equality Duty or prompting of deliberate thought and consideration of people with a protected characteristic or other vulnerable or at-risk groups. These groups should be given consideration in all policy planning, decision making, targeted engagement and making reasonable adjustments.

EDIB Training and Development

Staff will be required to complete the EDIB training set out on the MMAT Professional Learning Plan.

All new staff will receive equality induction training.

Training for Governors can be accessed through the [NGA](#)

One to one training will be offered for our EDIB Ambassadors

A range of additional training and development opportunities in response to needs analysis will be made available to staff as we develop the strategy.

Schools should evidence training that is undertaken by staff and how this is reviewed to demonstrate the impact of that training.

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