UNIVERSITY OF LINCOLN

ACADEMY TRUST

# Equalities Objectives

**September 2026 – July 2028**



# Review of 2024 – 2026 Objectives

## Objective 1

**Objective:** Analyse recruitment data and trends regarding race, disability and gender pay gap and report to Trustees.

## Summary of Outcomes

Whilst equality considerations have remained embedded within recruitment processes, the review identified opportunities to further develop workforce diversity reporting and monitoring arrangements across the Trust.

## Objective 2

**Objective:** Have reasonable adjustment agreements in place for all staff with disabilities.

## Summary of Outcomes

The Trust has continued to support employees requiring workplace adjustments and has responded positively to individual needs as they have arisen. We will continue to enhance arrangements for recording, monitoring and reviewing adjustments to ensure consistent support across the Trust.

## Objective 3

**Objective:** Train all staff and governors involved in recruitment and selection on equal opportunities and non-discrimination.

## Summary of Outcomes

Equality, diversity and inclusion training has been available to staff through our training providers. This objective highlighted the opportunity to strengthen the recording and monitoring of training completion to support assurance and compliance.

## Summary of Overall Performance

The equality objectives were reviewed during 2026. Equality principles continued to underpin the Trust's policies, procedures and decision-making throughout the period. The review identified opportunities to further develop the way progress against equality objectives is recorded, monitored and reported, helping to provide stronger evidence and assurance over time. Changes in leadership during the period also meant that oversight arrangements evolved. As a result, the Trust is now taking forward a refreshed approach to equality monitoring and reporting through its new equality objectives.

# Equality Objectives for

# September 2026 – July 2028

## Equality Objective 1

***Improve attendance, engagement and participation for all pupils, particularly where data identifies inequalities between groups, so that every pupil has equitable access to education and wider academy opportunities.***

## Why?

Regular attendance and active participation are fundamental to achievement, wellbeing and future life chances. Pupils who attend school consistently are more likely to achieve well, develop positive relationships and benefit from the wider experiences offered by their academy. Some pupils may face additional barriers to attendance and participation, which can contribute to inequalities in experiences and outcomes. As a Trust we are committed to ensuring every pupil is known, supported and able to flourish, regardless of their background, needs or protected characteristics.

## How?

- Monitor attendance, participation and engagement data including by protected characteristic and vulnerable group.
- Identify and address barriers to attendance through early intervention and targeted support.
- Strengthen partnerships with families to improve attendance and engagement.
- Ensure attendance strategies are inclusive and responsive to individual needs.
- Increase opportunities for all pupils to participate in enrichment, leadership and wider academy activities.
- Share effective attendance and inclusion practice across academies.

## Success Measures

By July 2028:

- Overall attendance improves across all academies.
- Attendance gaps between protected groups and their peers reduce.
- Persistent absence reduces, particularly amongst disadvantaged and vulnerable groups.
- Participation in enrichment and wider opportunities increases across all pupil groups.
- Pupils report that they feel included and able to participate fully in academy life.

## Equality Objective 2

***Create a culture of belonging through inclusive practice, adaptive teaching and equitable behaviour systems, ensuring all pupils feel known, valued, respected and able to flourish.***

## Why?

Our vision is to transform lives by creating opportunities and experiences that enhance life choices, enabling pupils to be known and flourish. A strong sense of belonging supports attendance, engagement, behaviour, wellbeing and achievement. By developing inclusive classrooms, adaptive teaching approaches and fair behaviour systems, we can remove barriers to learning and participation, helping every pupil achieve their potential regardless of background, need or protected characteristic.

## How?

- Embed adaptive teaching approaches that enable all pupils to access and succeed within a broad and ambitious curriculum.
- Develop staff understanding of equality, diversity, inclusion and belonging through ongoing professional development.
- Ensure behaviour systems are relational, consistent, inclusive and equitable.
- Monitor behaviour, suspension, exclusion and attainment data including by protected characteristic and vulnerable groups.
- Strengthen pupil voice so that all pupils feel heard and represented.
- Promote diversity and inclusion through the curriculum, assemblies, enrichment and wider academy life.
- Share effective inclusive practice across academies and phases.
- Gather and respond to feedback from pupils, families and staff regarding belonging and inclusion.

## Success Measures

By July 2028:

- Pupils report an increased sense of belonging, safety and inclusion.
- Behaviour incidents, suspensions and exclusions reduce where disparities exist between groups.
- Achievement gaps between protected groups and their peers continue to narrow.
- Staff demonstrate confidence in adaptive teaching and inclusive practice.
- Pupils from all backgrounds participate fully in academy life and leadership opportunities.
- All academies can evidence inclusive practices that support positive behaviour, engagement and achievement.

## Equality Objective 3

***Foster a culture of belonging, inclusion and opportunity for all staff, ensuring colleagues feel valued, supported and able to thrive throughout their career with UOLAT.***

## Why?

The Trust's ability to transform lives and create exceptional opportunities for pupils is dependent upon attracting, developing and retaining talented staff. A strong sense of belonging supports wellbeing, engagement, professional growth and retention. By creating an inclusive culture where staff feel respected, listened to and supported, UOLAT can ensure colleagues from all backgrounds have equitable access to opportunities and are empowered to contribute to the success of the Trust.

## How?

The Trust will:

- Deliver trust-wide professional development focused on belonging and inclusion.
- Undertake regular stay interviews to better understand staff experiences, identify barriers to retention and inform workforce improvement.
- Promote staff wellbeing through proactive support, engagement opportunities and access to employee wellbeing resources.
- Ensure recruitment, selection and career development processes are fair, consistent, transparent and free from discrimination.
- Monitor workforce data, including recruitment, retention, progression and absence information, to identify and address potential inequalities.
- Strengthen induction, mentoring and ongoing support for staff at all stages of their career.
- Increase opportunities for staff voice and engagement through surveys, focus groups and networking opportunities.
- Celebrate and recognise the contribution of staff across all academies and professional roles.
- Promote inclusive leadership practices across the Trust.

## Success Measures

By July 2028:

- Staff survey results demonstrate an increased sense of belonging, inclusion and wellbeing.
- Workforce data is routinely analysed to identify any disparities in recruitment, retention, progression and absence.
- Staff report feeling listened to and valued through engagement activity, including stay interviews.
- Recruitment, selection and progression monitoring provides assurance that processes are fair, consistent and inclusive.
- Participation in Trust-wide CPD and professional development opportunities increases.
- Staff feedback and workforce data are used to identify and address barriers to development and career progression.

- Academies can evidence positive and inclusive cultures that support the attraction, development and retention of staff.