



DOWMAT EQUALITY OBJECTIVES

2023-2027

MAT Board Approval:

Last Review:

Next Review:

Autumn 2027

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

| Objective | Early success indicators | Progress we are making towards this objective |
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| To ensure the Trust and each Trust academy has due regard to equality considerations whenever significant decisions are made. | Evidence of active consideration of the equality duty is available – ie. Equality Impact Assessments | |
| Ensure accessibility across Trust offices and each academy for students, staff and visitors with disabilities, including access to specialist teaching areas. | Building plans demonstrate access is a due consideration. All parents / families visiting the school are able to access key spaces easily. | |
| Endeavour to ensure diversity in Board roles, the staff body and in leadership roles. | Roles at all levels within DoWMAT have diverse representation which reflects the staff make-up / community it serves. Key consideration is given to the needs of each member of the DoWMAT community. | |
| Ensure that the curriculum promotes diversity in role models and heroes that young people can positively identify with, in respect of protected characteristics. | Curriculum reflects principles of the Equality Policy | |
| Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data. | Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups. | |
| 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, etc. | Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities. Key school roles are shared fairly among pupils | |
| 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 | Reward systems are fair and proportionate and do not discriminate on any covered by the protected characteristics or on grounds of ill health | |
| Identify, respond and report racist incidents. Incidents monitored effectively. | Teaching staff are aware of and respond to racist incidents. Pupils have a growing awareness of the need to be tolerant and respectful of differences. Consistent nil reporting is challenged by the LAB | |
| Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. | Increased awareness of different communities shown in PSHE assessments. | |