



Greater Manchester Academies Trust

Equality, Diversity and Inclusion Policy

Greater Manchester Academies Trust

Revision Information

This document has been approved for operation within	All Trust Establishments
Document Version	Version 1.2
Date of last review	October 2025
Date of next review	September 2029
Review Period	Every four years, or where there have been material changes to the relevant courses of business
Date of Trustee Approval	October 2025
Person Responsible for Policy	Executive Principal GMAT CFO
Owner	Greater Manchester Academies Trust
Signature of Approval	Approved

Table of changes

Review Date	Changes Made	By Whom
October 2025	<ul style="list-style-type: none">Update to policy statementUpdate to policy ownerNew objectives established to send alongside Policy	SHa
17/08/2021	<ul style="list-style-type: none">Links to risk register addedEquality, Diversity and Inclusion statement added.Review date changed to September 2024References to Equality Act (2010) and other legislation added	SA
17/08/2021	<ul style="list-style-type: none">Review of changes table addedFormat of the document amended to be in line with other trust policies.	AW
07/10/2021	<ul style="list-style-type: none">Key Principles of the policy have been updated.	AW

With you...for you...about you...

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1. Introduction

The Equality Act 2010 (“the Act”) applies to all schools. The Act created a single legal framework to protect individuals with protected characteristics from different types of unlawful discrimination, harassment and victimisation. It also created a Public Sector Equality Duty (“PSED”) which is made up of a general equality duty supported by specific equality duties. The PSED applies to all public bodies including schools.

2. Trust Commitment

The general duty is set out in S149 of the Act and requires schools to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act; to advance equality of opportunity and, to foster good relations between people who share a protected characteristic and those who do not. The specific equality duties contained in the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 (“the 2017 Regulations”) require schools to publish equality information and to prepare and publish one or more specific and measurable equality objectives. They also require schools with 250 or more employees to publish gender pay gap information about those employees

Schools have many duties and obligations which overlap and interlink with their equality duties under the Act. These include the duty placed on Governing Bodies of maintained schools to promote community cohesion; the duty to promote British values; the duty under the Human Rights Act 1998 not to act incompatibly with rights under the European Convention for the protection of Fundamental Rights and Freedom; the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities. Equality is intrinsic to the personal and professional conduct of all those working in schools and is relevant to the Teachers' Standards issued by the Department for Education (“DfE”) and the non-statutory core Teaching Assistant standards issued by Trade Unions in 2015. Equality is also integral to the Ofsted Inspection Framework 2019 which places strong focus on promoting equality, diversity and inclusion, tackling bullying and discrimination and preparing learners for life in modern Britain. The Framework makes clear that Inspectors will assess the extent to which schools comply with the relevant legal duties as set out in the Act including, where relevant, the PSED and the Human Rights Act 1998.

Greater Manchester Academies Trust recognises and accepts its legal duties under the Act and under the interlinking statutory and other obligations referred to above. By adopting this policy, the Governing Body of

Greater Manchester Academies Trust confirms its commitment to its statutory equality duties under the Act and to acting in accordance with its statutory equality obligations. The Governing Body also confirms its commitment to taking all reasonable steps to ensuring no individual working in this school acts or behaves in a manner deemed unlawful by the Act.

The Trust's Equality, Diversity and Inclusion Policy Statement is included and referenced in all other policies throughout the Trust.

3. Policy Statement

Under the Public Sector Equality Duty (PSED), arising from the Equality Act 2010, all academies within Greater Manchester Academies Trust have due regard to the need to:

- Eliminate discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

This duty applies to all aspects of policy development, decision-making, and practice. Academies within the Trust will actively consider equality implications when policies are created, reviewed, and implemented, and will record how due regard has been demonstrated in significant decisions.

The Trust will:

- Publish information annually to demonstrate compliance with the PSED.
- Set and publish equality objectives at least every four years, which are specific, measurable, and regularly reviewed.
- Ensure that policies on areas such as admissions, curriculum, behaviour, staffing, facilities (including single-sex facilities), and governance comply with the Equality Act 2010 and the latest statutory and regulatory guidance.
- Review all policies and procedures regularly to ensure continued compliance with education and employment legislation, and to reflect developments in case law and Equality and Human Rights Commission (EHRC) guidance.
- Promote an inclusive culture where diversity is valued, equality is actively advanced, and all members of our school communities feel respected and able to achieve their potential.

4. Scope

This policy applies to all members of staff (not just employees), to students and to Trust/ Academy governors/trustees. It sets out GMATs expectations and required standards of behaviour with regard to equality issues.

5. Key Principles:

In fulfilling its obligations under the Act and when carrying out its duties as detailed in this policy, GMAT and all its establishments will be guided by the following key principles. GMAT will be guided by the key principles in the application and implementation of all its policies, procedures and practices.

Principle 1 - All members of GMATs community are of equal value and should be treated with dignity and respect. Every member of our community is of equal value whether or not they are disabled,

whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. All individuals are entitled to be treated with dignity and respect and should treat others in the same way.

Principle 2 – GMAT and our academies recognise respect and value difference and diversity. Treating people equally does not necessarily mean treating them all in the same way. GMAT will take account of differences and the kind of barriers and disadvantages which people may face in relation to protected characteristics. We will make reasonable adjustments to arrangements or practices in relation to disability including the provision of any necessary auxiliary aids and services. The diversity of people's backgrounds and circumstances should be appreciated and valued. Diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Principle 3 – GMAT and our academies will actively promote British values. GMAT and our academies will ensure that equality of opportunity and recognition of diversity is promoted and that students respect others and are well prepared to contribute to wider society and life in modern Britain. The fundamental British values are democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Principle 4 - GMAT and our academies foster positive attitudes and relationships. GMAT and our academies intend that their policies, procedures and activities should actively promote positive attitudes, good relations and mutual respect between all groups of individuals who are different from each other. The school will take action to prevent and tackle discriminatory and derogatory language, including language that is derogatory about disabled people, homophobic or racist.

Principle 5 - GMAT and our academies observe good equalities practice for all members of staff. GMAT and our academies will ensure equality of opportunity in all aspects of employment including in recruitment, promotion and continuing professional development. The Trust and academy level policies and procedures for employees and potential employees will take into account equality considerations including any relevant exemptions or exclusions.

Principle 6 - GMAT and our academies aim to reduce and remove inequalities and barriers which may already exist. In addition to avoiding or minimising possible negative impacts in its policies and practices, GMAT and our academy's will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers which may already exist in relation to certain groups with protected characteristics.

Principle 7 - GMAT and our academies will consult and involve widely in relation to equality issues. When tackling equality issues, the school will consult and engage with those affected by its decisions and where possible, with those people who have special knowledge who can inform our approach. GMAT will take into account the views of stakeholders in the implementation and the review of this policy and in particular in relation to our equality objectives.

Principle 8 - GMAT and our academies will address bullying and prejudice motivated incidents. GMAT and our academies take bullying and prejudice motivated incidents seriously and any such conduct and behaviour will be carefully monitored and dealt with fairly and firmly. GMAT and our academies will take into account the specific guidance issued by the DfE on bullying including homophobic and transphobic bulling and bullying related to sexual orientation, transgender, disability, race and religion. Training will be given to members of staff to ensure they are aware of how to identify and to deal with such incidents.

Principle 9 - GMAT and our academies foster a shared sense of cohesion and belonging and intend that their policies and procedures should benefit society as a whole. GMAT and our academies will strive to ensure that all students, members of staff and governors/ trustee feel a sense of belonging within GMAT and within the wider our community and that they feel respected and are able to participate fully in school and in public life. GMAT and our academies intend that its policies and procedures should benefit society as a whole both locally and nationally, by fostering greater social cohesion and by promoting greater participation in public life of all individuals from all groups including those with protected characteristics.

GMAT and our academies will take all reasonable steps to ensure that students, members of staff, governors/trustees and members of the wider GMAT community are aware of and conduct themselves in accordance with these Key Principles.

6. Equality, Diversity and Inclusion in Practice

Teaching and Learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will:

- use contextual data to improve the ways in which we provide support to individuals and groups of students;
- monitor achievement data by ethnicity, gender and disability and action any gaps;
- take account of the achievement of all students when planning for future learning and setting challenging targets;
- ensure equality of access for all students and prepare them for life in a diverse society;
- use materials that reflect the diversity of the academy, population and local community in terms of race, gender and disability, without stereotyping;
- promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures;
- seek to involve all parents in supporting their child's education;
- encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- include teaching and classroom-based approaches appropriate for the whole academy population, which are inclusive and reflective of our students.

Admissions and Exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the academy's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Equal Opportunities for Staff

The Trust is committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure wherever possible that the staffing of the academy reflects the diversity of our community.

As an employer, we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating additional responsibilities or re-evaluating staff structures, to ensure decisions are free of discrimination. Actions to ensure this commitment is met include:

- monitoring recruitment and retention including bullying and harassment of staff;
- continued training and professional development opportunities for all staff;
- support from Trust and Academy Senior Leadership Teams to ensure equality of opportunity for all.

7. Equality and the Law

There are a number of statutory duties that must be met by every academy in line with legislation from the Equality Act (2010). The Equality Act (2010) superseded the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2006).

The action plan in Section 8 outlines the actions the Trust will take to meet the general duties detailed below.

Race Equality

This section of the plan reflects the general and specific duties of academies as detailed in The Equality Act (2010). The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

Under our specific duty we will:

- prepare an Equality Plan which includes our written policy for race equality;
- assess the impact of our policies, including this Plan, on students, staff and parents by ethnicity including, in particular, the achievement levels of these students;
- monitor the impact our plans and policies have on such students, staff and parents towards raising the achievement of minority ethnic groups.

Disability

This section should be read in conjunction with the academy's Special Educational Needs Policy and Accessibility Strategy.

Definition of disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The Equality Act 2010 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities; section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

Legal duties

The Equality Act (2010) placed a general duty on academies, requiring them to have due regard for the following when carrying out and delivering services:

- promoting equality of opportunity between disabled people and other people;
- eliminating discrimination and harassment of disabled people that is related to their disability;
- promoting positive attitudes towards disabled people;
- encouraging participation in public life by disabled people;
- taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- review and revise this Scheme every three years.

Gender Equality

The Equality Act (2010) places a general and specific duty on academies to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty, the Trust will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment;
- promote equality

Under our specific duty we will:

- prepare and publish an Equality Plan which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them;
- review this Policy the sooner of September 2024 or when there have been material changes to the relevant courses of business.

Sexual Orientation

The Equality Act (2010) made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (2010) also makes discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For academies this means admissions, benefits and services for students and treatment of students. Lesbian, Gay, Bisexual or Transgender young people have the same needs as all other young people - they want to feel safe, included and are able to fulfil their potential. The academies should be involved in creating an atmosphere where everyone feels they can be themselves. The most effective way to prevent homophobic bullying and to ensure Lesbian, Gay, Bisexual and Transgender young feel included and have the information they need to stay safe, is making the curriculum inclusive of Lesbian, Gay, Bisexual and Transgender issues. The academies appropriately equip students to live in a society that

recognises same sex relationships on an equal basis as opposite sex relationships through annual Sex and Relationships Education.

The academy includes awareness raising on these issues as part of the PHSE curriculum.

Community Cohesion

The Education Act 2011 promotes community cohesion. Community cohesion encompasses promoting good relations between students from different races, faiths / beliefs and socio-economic backgrounds.

Consultation and Involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, students and parents and carers. We have achieved this by using the following to shape the plan:

- feedback from parents' meetings;
- input from staff surveys or through staff meetings / inset;
- feedback from the academy council, PSHE lessons, whole academy surveys on children's attitudes to self and academy;
- issues raised in annual reviews or reviews of progress on individual education plans, mentoring and support;
- feedback at governing body meetings.

8. Roles and Responsibilities

Trustees and Governors

The board of trustees and academy local governing bodies:

- have set out their commitment to equal opportunities will continue to strive to ensure that the academies are fully inclusive to students, and responsive to their needs based on race, gender and disability;
- seek to ensure that people are not discriminated against when applying for jobs at our academy on grounds of race, gender or disability;
- take all reasonable steps to ensure that the academy environment gives access to people with disabilities, and also strive to make academy communications as inclusive as possible for parents, carers and students;
- welcome all applications to join the academies, whatever a child's socio-economic background, race, gender or disability;
- seek to ensure that no child is discriminated against whilst in our academy on account of their race, sex or disability.

Executive Principal and Head of schools

The Trust's Executive Principal and the Head of schools will:

- implement the Trust's Equality, Diversity and Inclusion Policy, supported by the trustees and academy local governing bodies;
- ensure that all staff are aware of this Policy, and that teachers and non-teaching staff apply these guidelines fairly in all situations;
- ensure that all appointments panels give due regard to this Policy, so that no-one is discriminated against when it comes to employment or training opportunities;

- promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of academy life;
- treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

All Trust Staff

All staff throughout the Trust shall:

- ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the academy's equality plan;
- strive to provide material that gives positive images based on race, gender and disability, and challenges stereotypical images;
- challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the principal;
- encourage colleagues to intervene in a positive way against any discriminatory incidents.

9. Tackling Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the academies environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to the pastoral team where necessary. All incidents are reported to the Vice Principal and racist incidents will be reported to the governing body on a termly basis.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socioeconomic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

Types of discriminatory incident (list not exhaustive):

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia; or bringing discriminatory material into academy;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference (such as: food, music, religion, dress);
- refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the wellbeing of the whole Trust. Incidents must be reported to line managers and/or Trust or Academy Senior Leadership Teams.

10. Ensuring Equality of Opportunity and Participation

The Trust shall ensure that:

- pupil achievement is monitored by race, gender and disability and any trends or patterns in the data that may require additional action to narrow the gap are addressed;
- all staff are aware of the academy's equality plan;
- the talents of disabled students are recognised and represented in gifted and talented programmes, and representation on the programmes fully reflects the academy population in terms of race and gender;
- there is an inclusive approach to ensuring all students are given the opportunity to make a positive contribution to the life of the academy e.g. through involvement in the academy council by election or co-option); class assemblies; fundraising etc;
- children with disabilities can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and Dance and assemblies;
- extended academy activities such as breakfast and after-academy clubs take into account student needs and access issues and students attending reflect the diversity of the academy population in terms of race, gender, disability and socio-economic status;
- staff, students, parents and carers will continue to be involved in the future development of the equality plan through input and feedback from surveys, staff meetings, academy council meetings, parents' evenings etc.

The academies will provide:

- extra and additional support for students who are under-achieving, in order to make progress in their learning and their personal wellbeing, e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
- additional support for parents of under-achieving children (e.g. reporting progress; discussing needs);
- additional support for disabled parents/carers and staff to help them to play a full part in the life of the academy (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the academy to support wheelchair users).

11. Promoting Positive Attitudes and Meeting Needs

The Trust shall:

- promote positive images which reflect the diversity of the academy and community in terms of race, gender and disability, for example in assemblies, books, publications and learning materials and in classroom/corridor display.
- recruit disabled people to the academy and support them in their work and career development, and try to reflect the diversity of the academy community in its workforce;
- provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relationships, including links with different academies and communities;

- provide extended services, with opportunities for students, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups;
- support disabled students in the period of transition between primary and secondary academy to ease the stress of moving and increase familiarity with new surroundings; o help children and young people to understand others and value diversity;
- promote shared values, awareness of human rights and how to apply and defend them;
- develop skills of participation and responsible action – for example through citizenship education and community engagement.

12. Eliminating Discrimination and Harassment

The Trust shall:

- develop and adapt its procedures on anti-bullying to include equality perspectives;
- support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity;
- keep a record and report how these incidents are dealt with to the governing body and local authority on a termly basis;
- review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour

13. Monitoring Impact

The Trust will collect and analyse evidence and data on children's achievement, attendance and participation by race, gender and disability, and use this to inform strategies to raise achievement.

The trustees and academy local governing bodies will report annually on the effectiveness and success of its Equality, Diversity and Inclusion Policy.

14. Checklist for staff, governors and trustees

1. Is information collected on race, disability and gender with regards to both students and staff e.g. pupil achievement, attendance, exclusions, staff training?
2. Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the academy provides?
3. How has your Equality Plan been shaped by the views, input and involvement of staff, parents and students?
4. Is pupil achievement analysed by race, disability and gender? Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
5. Does the curriculum include opportunities to understand the issues related to race, disability and gender?
6. Are all students encouraged to participate in academy life? Are students who make a positive contribution reflective of the academy's diversity e.g. through class assemblies / academy council?
7. Is bullying and harassment of students and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other students?
8. Are racist incidents reported to the governing body and local authority on a termly basis?
9. Are visual displays reflective of the diversity of your academy community? How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as circle time and class assemblies?

10. Do the academies take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
11. Are the academy environments as accessible as possible to students, staff and visitors to the academies? Are open evenings and other events which parents, carers and the community attend held in an accessible part of the academies, and are issues such as language barriers considered?
12. Are the accessibility needs of parents, students and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
13. Are procedures for the election of academy parent governors open to candidates and voters who are disabled?