

Equality Statement and Objectives

Greater Manchester Academies Trust and its establishments seeks to promote equality and we celebrate the diversity within our community. We welcome the Public Sector Equality Duty (PSED) as set out in the Equality Act (2010).

These equality objectives were approved by the Trust Board on (November 29th 2021). Under the PSED we are required to review our equality objectives at least every four years, and to report on progress towards them annually.

What is the duty?

We must:

- Move towards eliminating all forms of discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

What are the protected characteristics?

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as **protected characteristics**). For us, this means that it is unlawful to discriminate against students or treat them less favourably because of their sex; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Marriage and civil partnerships and age are also 'protected characteristics'. These characteristics apply to staff but not students in academy's.

Our Equality Policy

Our Equality Policy contains information about how GMAT complies with the Public Sector Equality Duty. Our Equality policy can be found here: <https://www.gmacademiestrust.com/policies>

Our Equality Objectives 2021-22

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Our Equality Objectives for 2021-22:

Objective 1: To embed equality, diversity and inclusion into the wider organisation

a) GMAT Governance and Leadership

This means the Trust and its academies will work towards this objective by:

- appoint a Trust sponsor for diversity and inclusion and develop further representation at LGB Board level.
- analyzing performance data and pupil achievement and progress by ethnicity, gender and disability, and responding to variations between groups of learners, subjects, courses and

- key stages, trends over time and comparisons with other schools.
- ensuring robust reporting on and monitoring of equalities data through Trust wide HR information systems
- promoting equality, diversity and inclusion actions across our staff body. This will be achieved in several ways, including promoting flexible working, transparency in the gender pay gap and training for staff to eliminate any unconscious bias in recruitment.
- creating and promoting opportunities for staff voice, debate & dialogue, within the Trust around these key issues.

b) GMAT as an employer

- Make clear that supporting equality in the workplace is the responsibility of all teachers, leaders and managers. Ignorance to issue cannot deter from action
- Establish internal EDI working parties, with representation across all arms of GMAT, to lead on this strand of the plan. Put in place strong links between the working party and Trust Board to ensure the recommendations of the working party are heard and acted upon.
- Commit to zero tolerance of harassment and bullying across GMAT and embed this into culture to understand ‘lived experiences’ and the perceptions of diversity and inclusion beyond statistics

Objective 2: to embed equality, diversity and inclusion into the curriculum and teaching and learning practices

This means the Trust and its academies will work towards a curriculum and teaching and learning practices which:

- provides an environment that is inclusive and welcomes, protects and respects diverse people
- further develops student and staff wellbeing and positive mental health
- further improves accessibility across our establishments for students, staff and visitors with disabilities, including access to specialist teaching areas.
- shows respect for and appreciation of one another as individuals
- prepares pupils for life in a diverse society by encouraging respect for linguistic, cultural and religious diversity that exists in local communities and the wider world
- celebrates and promotes diversity and heritage promoting a ‘one community’ vision
- widens educational and personal horizons of all pupils if limited by factors that compromise equality
- is proactive in tackling discrimination, misogyny and all forms of sexism, through the curriculum and wider strategies
- ensures that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.
- uses performance data to monitor student achievement and respond to variations between groups of learners, subjects, courses and key stages, trends over time and comparisons with other schools.

