

Introduction

Great Academies Education Trust (GAET) is a Multi – Academy Trust responsible for both secondary and primary academies. GAET and the respective Local Governing Committees are committed to equality and diversity because of the collective determination to ensure that every child and member of staff, no matter his/her background or family/personal circumstances, fulfil their potential.

Our commitment to equality and diversity is enshrined in our:

- Equality and Diversity Policy (which addresses the nine protected characteristics, selection for appointment and promotion, community cohesion, etc.)
- Equality and Diversity Action Plan (which addresses the nine characteristics and priorities for GAET and for each academy)

The National Curriculum, RE, PSHE, assemblies and acts of collective worship are used regularly to ensure that our pupils learn about equality and diversity, and our academies being innovative places of learning plan whole academy (and collaborative working) projects to further enrich our pupils with equality and diversity.

The Equality Act 2010 requires every authority to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is protected by or under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a protected characteristic and persons who do not.

This Equality and Diversity policy statement links to the GAET Equality and Diversity Policy document, which is available on the GAET website and each academy website. GAET is fully committed to advancing and embedding Equality and Diversity (E&D) for all learners, parents/carers, staff, stakeholders and visitors, and to challenging all forms of discrimination based on the promotion of fundamental British values. Our Equality and Diversity policy statement reinforces the spiritual, moral, social and cultural (SMSC) life of our academies, in a broad and balanced curriculum.

We welcome the opportunity to share with the public our information and objectives about equality and diversity because:

- We are fully committed to transparency and accountability,
- Publication of our information and objectives is designed to ensure parents/carers can make informed decisions about GAET and each academy to which they send their children. Parents/carers will be able to decide which academy is best for their child, based on how different academies address equality and diversity,
- We wish to be fully compliant with current legislative requirements and understandings of best practice.

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2. Legal Duties

GAET and each academy are fully committed to our school community, including learners, parents, carers, staff and governors/trustees who have protected characteristics. The protected characteristics according to the Equality Act 2010 are:

- Age
- Gender Reassignment
- Marriage or in a civil partnership
- Maternity and pregnancy
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion and Belief
- Sex
- Sexual orientation

Our policy statement includes the needs and rights of all learners with protected characteristics including those who are 'looked after' and those from challenging economic backgrounds and their protected characteristics. In relation to the 9 protected characteristics, we embrace our duties under the Equality Act 2010 and pay due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share protected characteristics and people who don't share it.
- Foster good relations between people who share a protected characteristic and people who don't share it.

3. Our principles are outlined below:

- All learners and their families are of equal value,
- We are committed to valuing and respecting diversity (difference),
- We foster good attitudes and relationships as part of academy and community life,
- We work hard to eliminate the chance of bullying, discrimination, prejudice and victimisation and robustly tackle it should it occur,
- We are committed to advancing and embedding equality of opportunity and meeting the diverse needs of each learner, through a broad and balanced curriculum based on fundamental British Values,
- We raise aspirations and expectations of all learners,
- We engage with the wider community,
- We ensure that learners, families and staff understand roles and responsibilities under the Equality Act 2010.

4. Our principles will be delivered through:

- The curriculum that we provide to our learners in teaching and learning sessions and wider school life, including harnessing natural Equality and Diversity topics/situations as they happen,
- Promotional equality and diversity activities and events,
- Reasonable adjustments to the learning environment,
- Enabling reasonable requests for religious observance and practices,
- Monitoring and reviewing procedures and policies,
- Staff development and training for all staff,
- Information and resources,
- Publishing Equality and Diversity data about learner outcomes within the Groups' Equality and Diversity Annual report, as well as through Department for Education reporting systems.

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We publish the following objectives for equality and diversity

Student objectives were approved by Outcomes Committee in November 2022.

For students we will:

- Narrow the gap in achievement and progress between those classed as disadvantaged and their peers,
- Narrow the gap in achievement for those identified with SEND,
- Narrow the gaps in achievement between boys and girls,
- Ensure that no group of pupils are over-represented in poor attendance, high exclusion and/or suspension rates. In cases where this may happen to ensure we explore why and put in place actions to ensure this is successfully addressed.

Staff objectives were approved by Remuneration Committee in March 2023.

For staff we will:

- To monitor staffing demographics to ensure that this mirrors the local community, adjusting strategy were required,
- To provide a safe workplace for all members of staff irrespective of any protected characteristic,
- To support and encourage employees to declare their protected characteristics on HR systems,
- To actively implement strategies and initiatives to close the Gender Pay Gap.

The Public Sector Equality Duty requires that we publish the following information about the staff here at GAET: (i.e. all academies plus central staff and executive)

- 77.1% of our staff are female and 22.9% are male.
- 25.5% of our staff are 18-35, 37.4% are 36-50 and 37.1% are over 50.
- Males and females are paid the same for doing the same or similar work.
- All facilities in GAET and each academy are accessible to all staff.
- All staff with disabilities are supported where possible with reasonable adjustments to enable them to remain in work. 2.5% of employees are recorded as having a disability. Other staff are covered by the DDA and reasonable adjustments have been put in place to support employees within the workforce.
- 70.7% of employees are White British.
- 44% of school Governors are female and 56% are male.
- 50% of our Trustees of GAET are female and 50% are male.

Great Academy Ashton

The Public Sector Equality Duty requires that we publish the following information about the staff at Great Academy Ashton:

- 75% of our staff are female and 25% are male.
- 93% of our staff are white British.
- 21% of our staff are 18-35, 36% 36-50 and 43% over 50.
- 4% of employees are recorded as having a disability. Other staff are covered by the DDA and reasonable adjustments have been put in place to support employees within the workforce.
- 40% of school's Governors are female and 60% are male.

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The Public Sector Equality Duty requires that we publish the following information about the pupils at Great Academy Ashton:

- 56.49% of pupils are female and 43.51% are male
- 52.53% of pupils are White British
- Parents tell us that 24.48% are Christian and 25.95% have no religion
- 25.95% have English as an additional language
- 19.81% have special education needs support
- 3.26% have an Education and Health Care Plan
- 43.90% of pupils are known to be eligible for free school meals (48.72% PP FSM Ever 6)
- All pupils have access to the same broad, balanced and creative curriculum
- Both girls and boys have access to all physical/sport activities
- We monitor vulnerable children to ensure their needs and aspirations are met to the best of our abilities, and to ensure that they are not disadvantaged in relation to other pupils

5. Breaches of Policy

Any breach of the Equality and Diversity policy statement and other related policies will be dealt with and determined by the relevant Principal, and may appear before Governors, or Directors.

6. Other links

- Equality and Diversity Policy;
- Equality and Diversity Action Plan;
- Safeguarding Policy and Prevent Duty;
- Behaviour Policy;
- Anti – Bullying Policy;
- Special Educational Needs and Disability (SEND) code of practice: 0 to 25 years.
- Department for Education, "Promoting Fundamental British values as part of SMSC in schools", 2014;.
- Department for Education, "Promoting the Education of Looked After Children", statutory guidance for local authorities;
- Ofsted Inspection Framework.

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