

# EQUALITY INFORMATION AND OBJECTIVES POLICY

This Policy was ratified by the GLC Board	Autumn 2024
This policy will be reviewed on	Autumn 2028

## GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

## Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

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### 1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

At the GLC we aim to promote respect for difference and diversity in accordance with our values, such as responsibility, resilience, compassion and aspiration. Our commitment to equality is enshrined in our mission statement to develop ‘active and thriving citizens within a diverse, truly fair and equal community.’ We create inclusive environments characterised by mutual respect where difference is celebrated and our motto realised through our motto, All Different: All Equal: Together, Improving Upon Our Best.

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination;
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.

This document is also based on Department for Education [DfE] guidance: [The Equality Act 2010 and schools](#). This document also complies with our funding agreement and articles of association.

### 3. Roles and responsibilities

**The Board of Directors and the Local Governing Body [LGB] of each GLC academy will:**

- Strive to ensure that all members of the GLC community are treated both fairly and equally;
- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the GLC academies, including to staff, pupils and parents;
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the CEO and Heads of School;
- The LGB will collect, analyse and evaluate a range of data to ensure the positive impact of this policy on pupils' achievement and progress and that no group of pupils is underachieving;
- To do this each GLC LGB will monitor:
  - Admissions;
  - Attainment;
  - Exclusions;
  - Rewards and sanctions;
  - Parents' and pupils' questionnaires.
- The LGB of each GLC academy will seek to ensure that people from the 'protected groups' as defined by The Equality Act 2010 are not discriminated against when applying for jobs within the GLC;
- The LGB will take all reasonable steps to ensure that the academy environment properly accommodates people with disabilities;
- The LGB will ensure that no child is discriminated against whilst in the academy on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on the academy uniform, then the academy will deal with each case sensitively, and with respect for the child's cultural traditions.

**The Head of School will:**

- Promote knowledge and understanding of the equality objectives among staff and pupils;
- Monitor success in achieving the objectives and report back to directors;
- Ensure that the GLC's policy on equal opportunities is implemented effectively;
- Ensure that all staff are aware of the policy, and that teachers 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;
- Promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- Promote respect for other people in all aspects of academy life; in assemblies, for example, respect for other people is a regular theme, as it is also in displays around the academy;
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

**Teachers will:**

- Recognise the possibility of their own prejudices, but do their best to ensure that all pupils are treated fairly and with respect;
- Strive to provide resources when selecting lesson materials, which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls;
- Implement this policy when designing schemes of work, both in our choice of the programmes of study, and in how to approach sensitive issues. So, for example, history will include examples of the significant contributions women have made in this country's history. In geography, the teachers will attempt to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world;
- All GLC teachers and support staff will challenge any incidents of prejudice or racism;
- All GLC staff must not knowingly discriminate against any child;
- All staff ensure that the language they use does not reinforce stereotypes or prejudice;
- Each GLC academy will record any incidents in the school log book and draw them to the immediate attention of the Head of School.

#### **4. Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff, directors and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The GLC has a designated member of staff for monitoring equality issues-The CEO, and Equity forum and an equality governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the GLC academies aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have [e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying];
- Taking steps to meet the particular needs of people who have a particular characteristic [e.g. enabling Muslim pupils to pray at prescribed times];
- Encouraging people who have a particular characteristic to participate fully in any activities [e.g. encouraging all pupils to be involved in the full range of academy opportunities].

In fulfilling this aspect of the duty, each GLC academy will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups [e.g. declines in incidents of homophobic or transphobic bullying];
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

#### **6. Fostering good relations**

Each GLC academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting our motto and an understanding of a range of religions and cultures through different aspects of our curriculum. This includes:
  - Teaching in RE, citizenship and personal, social, health and economic [PSHE] education;
  - As part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;
  - Through our Geography and History curriculum that reflects and celebrates the diversity of our local community;
  - Through our Arts offer.

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our pupil leadership groups have representatives from different year groups and is formed of pupils from a range of backgrounds;
- All pupils have full access and are encouraged to participate in the full range of opportunities provided by each GLC academy;
- We aim to promote the principle of fairness and justice for all and recognise that this may entail treating some pupils differently in order to ensure equity;
- We also work with parents to promote knowledge and understanding of different groups;
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach;
- We ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone;
- We challenge bias and stereotypical views whenever they occur.

### **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays;
- Is accessible to pupils with disabilities;
- Has equivalent facilities for boys and girls.

The GLC keeps a written record [known as an Equality Impact Assessment] to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### **8. Equality objectives**

To achieve this, our equality objectives include the following:

Support all members of the GLC to model and promote the GLC mission, motto and values.

#### **Intention 1**

Work with all members of staff so that they are able to implement the Equity in Education principles:

1. Equity not equality
2. Capacity not deficit thinking
3. Deep not shallow relationship
4. Multiple not singular talents

Work with all members of staff to increase bias awareness and create a culture of challenge and shared responsibility.

#### **Intention 2**

Provide a broad and balanced curriculum that takes into account academic, interests and talents in, or outside of the classroom.

### **Intention 3**

To ensure our book lists and materials are representative of our community and the world around us and children and young people can see themselves in fiction and non fiction texts.

### **Intention 4**

To promote all young people's social, moral, cultural and spiritual development through a rich range of experiences both in and beyond each GLC academy.

To provide additional support for those who are under-resourced to meet age related expectations and to be able to become active and thriving citizens.

To understand the needs and ensure equal access to information for all parents and carers.

### **Intention 5**

#### **9. Monitoring arrangements**

The Board of Directors and Local Governing Bodies will update the equality information we publish, [described in sections 4 to 7 above], at least every year and this document will be reviewed and approved at least every 4 years by the Board of Directors.

The GLC Board and Local Governing Bodies will:

- Monitor the progress of a range of pupil groups, comparing them with the progress made by other pupils in the academy, the wider GLC and nationally;
- Monitor the staff appointment process, so that no one applying for a post at the GLC is discriminated against;
- Require the GLC CEO to report to the Board annually on the effectiveness of this policy;
- Take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity;
- Monitor the GLC's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

#### **10. Links with other policies**

This document links to the following policies:

- SEND policies;
- Behaviour and relationships policies;
- Curriculum policies;
- Teaching and Learning policies.

The equality link governor will:

- Meet with the Equity Forum group designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they are familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training;
- Report back to the full governing board regarding any issues.

Staff self nominate themselves to be a part of the Equity Steering Group, they will:

- Support the Head of School in promoting knowledge and understanding of the equality objectives among staff and pupils;
- Meet with the equality link governor every term to raise and discuss any issues and find solutions
- Support the CEO in identifying any training needs, and deliver training as necessary.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## Academy Representatives

GA:

GPFS: Tasleem Kausar

HPA: Emily Haughty

LPA: Tammy Lambson, Charlotte Parmenter, Madeleine Loin, Grace Mason

TPA: Carra Redford, Stacey Armstrong, Claire Sanderson

GLC: Alex Guilbert