



Great Academies Education Trust

Equality and Diversity Statement 2018/19

1. Introduction

Great Academies Education Trust (GAET) is a multi – academy trust responsible for both secondary and primary academies. GAET and the respective local Governing Bodies 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, PSCHE, 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, victimization 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.

2. Legal Duties

GAET and each academy are fully committed to our learners, parents and carers who have protected characteristics according to the Equality Act 2010 which are:

- Age
- Disability
- Ethnicity
- Gender
- Gender Identity (known by law as Gender Reassignment)
- Religion and Belief (all faiths and none)
- Sexual orientation
- Maternity and pregnancy
- Marriage, civil partnership or single

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.

We publish the following objectives for equality and diversity

We will:

- Close the gap in achievement and progress between those classed as disadvantaged and their peers,
- Close the gap in achievement for those identified with SEN,
- Close the gap in achievement between boys and girls,
- Develop multicultural partnerships and incorporate understanding of other cultures in the curriculum.

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)

- 76.03% of our staff are female and 23.97% are male
- 25.54% of our staff are 18-35, 38.11% are 35-50 and 36.35% 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
- 10.22% of staff are Teaching assistants
- 60% of school Governors are female and 40% are male
- 50% of our directors of GAET are female and 50% are male

Copley Academy

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

- 78.35% of our staff are female and 21.65% are male
- 93.9%* of our staff are white British (*data set of 82 out of 97 staff)
- 21.65% of our staff are 18-35, 41.24% 35-50 and 37.11% over 50
- 2 members of staff have a disability, and adjustments have been made to routine practices to ensure such staff can fulfil their responsibilities
- 8.25% of staff are Teaching assistants
- 75% of school Governors are female and 25% are male

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

- 62.59% of pupils are female and 37.12% are male
- 88.46% of pupils are white British
- Parents tell us that 42.33% are Christian and 37.66% have no religion
- 8.18% have English as an additional language
- 22.34% have special educational needs support
- 0.58% have an Education and Health Care Plan

- 20.88% pupils are known to be eligible for free school meals (44.38% 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

Middleton Technology School

The Public Sector Equality Duty requires that we publish the following information about the staff at Middleton Technology School:

- 71.95% of our staff are female and 28.05% are male
- 96.3%* of our staff are white British (*data set of 54 out of 164 staff)
- 35.37% of our staff are 18-35, 32.93% 35-50 and 31.71% over 50
- 0% of staff have a disability
- 7.93% of staff are Teaching assistants
- 40% of school Governors are female and 60% are male

The Public Sector Equality Duty requires that we publish the following information about the pupils at Middleton Technology School:

- 50.8% of pupils are female and 49.2% are male
- 79.36% of pupils are white British
- Parents tell us that 48.48% are Christian and 36.67% no religion
- 5.94% have English as an additional language
- 7.04% have special educational needs support
- 1.25% of pupils have an Education and Health Care Plan
- 15.48% pupils are known to be eligible for free school meals (32.84% - 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

Great Academy Ashton

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

- 75.90% of our staff are female and 24.05% are male
- 92.75%* of our staff are white British (*data set of 138 out of 166 staff)
- 17.47% of our staff are 18-35, 38.55% 35-50 and 43.98% over 50
- 0% of staff have a disability
- 3.61% of staff are Teaching assistants
- 60% of school Governors are female and 40% are male

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

- 56.15% of pupils are female and 43.85% are male
- 52.13% of pupils are white British
- Parents tell us that 28.23% are Christian and 23.82% no religion
- 28.07% have English as an additional language
- 15.38% have special educational needs support

- 0.79% of pupils have an Education and Health Care Plan
- 24.37% pupils are known to be eligible for free school meals (45.35% 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

Silver Springs Primary Academy

The Public Sector Equality Duty requires that we publish the following information about the staff at Silver Springs Primary Academy:

- 85.07% of our staff are female and 14.93% are male
- 92.98%* of our staff are white British (*data set of 57 out of 68 staff)
- 29.85% of our staff are 18-35, 38.81% 35-50 and 31.34% over 50
- 0% of staff have a disability
- 37.31% of staff are Teaching assistants
- 78% of school Governors are female and 22% are male

The Public Sector Equality Duty requires that we publish the following information about the pupils at Silver Springs Primary Academy:

- 49.3% of pupils are female and 50.7% are male
- 79.6% of pupils are white British
- 12.3% have English as an additional language
- 24% have special educational needs support
- 2% of pupils have an Education and Health Care Plan
- 31.2% pupils are known to be eligible for free school meals (52.7% 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.

Review Date: December 2018