



# **Equality information and objectives**

**Includes: Modern Slavery Statement**

Approved by:	GFM Board	Date:	20 February 2023
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## GFM ethos

The GFM aims for every learner to make better than expected progress and enjoy and engage in a rich, diverse and challenging learning experience. This aspiration is for all in the GFM community; for children and adults, and relies on equity and equality of opportunity to learn and work in a supportive environment. The GFM opposes any form of discrimination guided by our nine values:

1. Growth
2. Innovation
3. Resilience
4. Achievement
5. Ambition
6. Communication
7. Collaboration

Encapsulated in the GFM Way:



## Aims

The GFM sets out 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

## **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 sets out to meet good practice expectations under section 54 of the Modern Slavery Act 2015.

## **Roles and responsibilities**

### **The Board will:**

Ensure that the equality information and objectives as set out in this statement are published and communicated throughout GFM schools and sites, including to staff, children, young people, parents and carers.

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 Executive.

Ensure equality information and objectives, and practice under 54 of the modern slavery Act are reported back to the Board at least bi-annually.

### **The Executive will:**

Promote knowledge and understanding of the equality objectives among all GFM staff, children and young people.

Monitor and review progress in all aspects of equity and equality in the GFM, highlighting good practice, identifying and addressing practice requiring improvement.

### **School leaders**

Take an active role in promoting knowledge and understanding of the equality objectives among staff children and students

Take an active role in identifying own and staff learning and development needs, providing support, signposting and delivering learning and development as necessary.

## **All GFM staff**

Take an active role promoting knowledge and understanding of equity and equality for self and others.

## **Advancing equality of opportunity and eliminating discrimination**

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

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any GFM activities
- Analysing data to determine strengths and areas for improvement, implement actions in response and publish this information
- Making evidence available that demonstrates identifying improvements for specific groups and/or concerns for specific groups
- Giving explicit consideration to equity and equal opportunities through significant decision making

The GFM is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Policies and procedures give consideration as to how to support equity and equal opportunities, to challenge discrimination or discriminatory behaviours.

## **Fostering good relations**

The values of the GFM drive collaboration and collective endeavour and rely on fostering positive, respectful working relationships as outlined in our aims:

*'The GFM aims to enable a local solution to the challenges we face together in providing the best education provision in the area. Sustaining school improvement is hard work, where resources are continually stretched and the demands on the education system are ever increasing; therefore, we have adopted a philosophy of collaboration in order to achieve a locally-led self-improving network of schools.*

*By sharing the responsibility for all learners and for their families to be confident in the school they attend, we are more likely to succeed in our ambition and we will become greater than the sum of our parts.*

*Working together makes us stronger and by collectively committing to the aspiration that schools leading themselves with rigour and high expectations of each other, we will enable improvement across the local area. As schools working in partnership, we will generate the knowledge that enables us to make that positive difference in a young person's life.*

*Schooling will be greater and young people will progress further than might otherwise be the case if we were to work separately.'*

The GFM actively promotes tolerance, friendship and valuing difference drawing on expertise and specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **Equality objectives**

The GFM recognises the significant role it and each school plays in advancing equality of opportunity and eliminating discrimination. The GFM stands against all forms of discrimination on the grounds of age, disability, gender reassignment, ethnic origin, religion, sexual orientation, gender, disability or ability.

This will be achieved through the following objectives:

1. Promotion of understanding and awareness of 'difference' in our community.
2. Monitoring and promoting the involvement of all groups of students in the extra-curricular life of the GFM, including leadership opportunities, especially students eligible for free-school meals, students with special educational needs and disabilities.
3. Actively close gaps in attainment and achievement between children and students and all groups; especially children/students eligible for free-school meals, children/students with special educational needs and disabilities and looked after children and students.
4. Reduce incidents where racist, homophobic, biphobic, transphobic or sexist language is used in the secondary phase. Evidencing that our management of incidents supports a young person's reflection so that there is not a continuation of the use of inappropriate language.
5. Actively promote positive and consensual relationships, being explicit in advocating tender and positive masculinity, challenging toxic masculinity and out of date 'macho' stereotypes that compromise positive and consensual relationships. (A secondary focus.)
6. Actively promote intrinsic motivation; recognising and advocating the value of consensual approaches to supporting positive behaviour and motivation. Actively challenge coercive approaches to learning, teaching and behaviour management.

## **Modern Slavery Statement**

The GFM recognises its responsibility to take a robust approach to slavery and human trafficking and is committed to preventing slavery and human trafficking within the GFM and any supply chains.

We work to professional standards and comply with all laws, regulations and rules relevant to the GFM and expect the same high standards from those we work with. We act ethically and with integrity in all of our relationships.

### **Identifying and addressing risks**

We recognise that there are avenues of risk through which modern slavery could impact in the GFM:

- Safeguarding of children and young people who may be impacted by child sex exploitation or human trafficking
- Human trafficking as potential risks to staff through contractors or the supply chain.

See: The GFM Child protection and safeguarding policy and practices set out to mitigate the risks to children.

Suppliers to the GFM are expected to comply with all local and national laws and regulations. This includes paying their staff the minimum wage, all suitability and vetting checks. Procurement is subject to internal audit review, as well as assessed by our external auditors annually. Frameworks via public sector buying organisations are being considered for all tenders and these meet the requirements of the Modern Slavery Act 2015 by default.

### **Reporting**

To date, no referrals have been made in relation to modern slavery.

## **Monitoring arrangements**

A formal monitoring process of the Equality Objectives will begin in the summer term of 2023. This process will involve:

Representatives from Executive, with representatives from school leadership reviewing progress against each of the Equality Objectives:

- Evidence of current progress we are making towards each objective (by phase.)
- Agreed next stage actions
- Agreed monitoring and review process.
- Rationale / Evidence for any updates / additions / amendments to the current Equality Objectives.

The review report will be presented to members of The Board in September 2023, with a review planned for summer term 2024, to report to The Board September 2025.

## **Links with other policies**

The following policies, procedures and practices link to Equality Objectives and Information, and Modern slavery statement:

- Procurement and Contracts
- Concerns and Complaints Policy
- Whistleblowing Policy
- Single Central Record (SCR) and safer recruitment
- Child Protection and Safeguarding Policy
- Supplier terms and conditions.

## **Policies and procedures in the GFM**

GFM Policies are shared with all GFM staff at induction and at least annually through reminders at staff meetings and through staff communications. Policies are available to staff through school websites, and the GFM staff handbook. It is an expectation of line managers in the GFM to stay up to date with policy and procedure. Professional learning and development opportunities around policy and procedure are provided for all staff on request and/or directed.