



Equality, Diversity and Inclusion Statement and Equality Objectives

The Girls' Learning Trust (GLT) is committed to building diverse, equitable and truly inclusive communities in all of our schools. With almost 5,000 students and staff from a wide range of social and ethnic backgrounds, diversity is integral to our Trust. This dynamic mix of people and ideas makes learning and working at in our schools a unique and enriching experience.

To support and empower our students, staff and the wider community, GLT is committed to, and accountable for, advancing equality, diversity and inclusion in all its forms. We believe that diversity is key to achieving excellence in all of our endeavours.

We want to enable everyone in our Trust to achieve their full potential in an environment characterised by equality of respect and opportunity.

Through the implementation of transparent policies, practices and procedures, GLT has due regard for our duties under the Equality Act 2010, and to the protected characteristics detailed in the Act ('age', 'disability', 'gender reassignment' (now commonly understood as 'gender identity'), 'marriage and civil partnership', 'pregnancy and maternity', 'race', 'religion or belief', 'sex', and 'sexual orientation').

We seek to fulfil this commitment by ensuring that our policies, training and development reflect the principles laid down in this statement, as well as our obligations under the law.

All our Trust schools are committed to embedding equality, diversity and inclusion through the following overarching areas of focus:

- 1) To advance diversity of student participation, equity of attainment, and an inclusive community
- 2) To promote inclusive teaching, education and engagement
- 3) To promote diversity amongst the school staff and an inclusive staff experience
- 4) To achieve an inclusive school environment, which promotes equality of respect and opportunity for all members of each school's diverse community.

This statement is applicable to all students, staff, trustees and governors.

The principles of non-discrimination and equity also apply to the way in which staff and students should treat each other, visitors, contractors, service providers, suppliers, former staff and students and any other persons associated with the functions of the Trust.

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GLT Equality Objectives 2021-2026

The Girls' Learning Trust is committed to building diverse, equitable and truly inclusive communities in all of our schools.

One of the strategic priorities for our Trust is to build **strength in equality, diversity and inclusion**. Over the next five years we will build on the work already being done in our schools using the following strands of focus:

1) To advance diversity of student participation, equity of attainment, and an inclusive community

Key performance indicators:

Participation: applications to our schools continue to increase in diversity; the diversity of student participation in extra-curricular activity is further increased at all levels

Attainment: any attainment gaps for Pupil Premium students and those with protected characteristics, are reduced, using 'value-added' data to assess attainment.

Community: our schools provide a consistently positive experience, as measured through student, parent and staff voice activities

2) To promote inclusive teaching, education and engagement

Key performance indicators:

Inclusive curriculum design and review: mechanisms are embedded to consider issues of inclusivity as an integral part of curriculum design and review.

Inclusive learning environment: schools develop and implement inclusive teaching and learning practices.

Diversity of people and perspectives: schools continue actively to encourage diversity of visitors, speakers and perspectives in their PSHE and extra-curricular programmes.

3) To promote diversity amongst Trust staff, trustees and governors and provide an inclusive staff experience

Key performance indicators:

Diversity in governance and management: membership of the Trust Board, its committees and Local Governing Bodies reflect the diversity of the Trust community as a whole.

Diversity in staffing: schools attract applicants from currently under-represented groups, with a particular focus on ethnicity in the recruitment of teachers and senior staff to achieve, develop and maintain workforce diversity across levels and functions.

Career advancement: monitoring, analysis and improvements are initiated with respect to career advancement, specifically for under-represented groups.

Pay equality: pay equality is achieved for teaching and support staff.

Supportive policies: Trust policies (for example, Flexible Working) foster equality and inclusion.

4) To achieve an inclusive learning and working environment, which promotes equality of respect and opportunity for all members of the Trust community.

Key performance indicators:

Staff and student engagement: staff, students and parents are active partners in promoting diversity, equality and inclusion.

Survey evidence: staff and student voice surveys show consistent improvements in the experience of all members of the community.

Active communication channels: schools run events and campaigns each year on issues of equality, diversity and inclusion.

Robust and transparent reporting: mechanisms are further embedded to ensure that any issues of bullying and harassment can be readily reported and addressed promptly and supportively.

Trust Governance: mechanisms are in place to ensure that relevant aspects of our schools' processes and procedures take account of issues of equality, diversity and inclusion, in accordance with our public sector equality duty.

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December 2021