

Public Sector Equality Duty Statement (over 150 Employees)



Adopted and ratified by The Duston Education Trust on:	5th September 2023
Review Date: (Annually Sept)	September 2024
Staff responsibility:	Principal
Links to other policies/Documents:	<ul style="list-style-type: none">• Equalities information & objectives• Recruitment selection & procedure• Safer recruitment• Grievance Procedure• Gender Pay Gap• Whistle Blowing Policy• Bullying & Harassment Policy

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1. Introduction

- 1.1. This document describes how The Duston Education Trust of The Duston School intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce.
- 1.2. The Equality Objectives will be part of the School Improvement Plan and information will be published on the Equalities page of the School website.

2. Due Regard

- 2.1. Due regard means giving relevant and proportionate consideration to the duty or decision.
- 2.2. We will have due regard to the need to:
 - 2.2.1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act.
 - 2.2.2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - 2.2.3. Foster good relations between people who share a protected characteristic and those who do not share it.

3. Collecting and Using Information

- 3.1. We will collect information to identify key issues in order to:
 - 3.1.1. Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
 - 3.1.2. Assess whether we are discriminating unlawfully when carrying out any of our functions.
 - 3.1.3. Identify what the key equality issues are for our organisation.
- 3.2. We will collect information to assess performance in order to:
 - 3.2.1. Benchmark our performance and processes against those of similar organisations, nationally or locally.

- 3.3. We will collect information to take action against discrimination by:
- 3.3.1. Considering taking steps to meet the needs of staff who share relevant protected characteristics.
 - 3.3.2. Identifying if there are any actions, we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
 - 3.3.3. Making informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
 - 3.3.4. Developing equality objectives to meet specific duties.
 - 3.3.5. Having due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.
- 3.4. We will work towards developing an equality profile of employees to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. employees with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:
- Recruitment and promotion
 - Numbers of part-time and full-time staff
 - Pay and remuneration
 - Training
 - Return to work of women on maternity leave
 - Return to work of disabled employees following sick leave relating to their disability
 - Appraisals
 - Grievances (including about harassment)
 - Disciplinary action (including for harassment)
 - Dismissals and other reasons for leaving

4. Publication of Equality Information

- 4.1. We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our School. We will demonstrate how we have used this information to have due regard to all three aims of the duty, for all relevant protected characteristics. Our information will usually fall into two main categories:
- 4.1.1. Information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of

our activities on people with different protected characteristics or any engagement we may have carried out.

4.1.2. Information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts or details of policies to address equality concerns.

4.2. We note that the Equalities and Human Rights Commission would normally expect to see the following information:

4.2.1. The race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part-time.

4.2.2. An indication of the likely representation on sexual orientation and religion and belief provided that no-one can be identified as a result.

4.2.3. An indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations.

4.2.4. Gender pay gap information.

4.2.5. Information about occupational segregation.

4.2.6. Grievance and dismissal information for people with relevant protected characteristics.

4.2.7. Complaints about discrimination and other prohibited conduct from staff.

4.2.8. Details and feedback of engagement with staff and trade unions.

4.2.9. Quantitative and qualitative research with employees, e.g. staff surveys.

4.2.10. Records of how we have had due regard to the aims of the duty in decision-making with regard to our employment, including any assessments of the impact on equality and any evidence used.

4.2.11. Details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

Appendix 1: Staffing Information Analysis and Draft Objectives

Race													
	No. of staff	White British	White Irish	White any other	Black or Black British, African	Black or Black British, Caribbean	Black or Black British, Any other Black background	Asian or Asian British, Bangladeshi	Asian or Asian British, Any other Asian Background	Asian or Asian British, Indian	Any other ethnic Background	Not Obtained / did not wish to disclose	Disability
Men	66	62			1		2			1			
Women	147	131	1	3	1	1	1	1	1		2	5	1
Total	213	193	1	3	2	1	3	1	1	1	2	5	1

Recruitment, Promotion, Performance Pay and Training by Gender, Race and Disability									
	Total	Male	Female	White British	Any other ethnic Background	Black or Black British, African	White any other	Asian or Asian British, Bangladeshi	Disability
Promoted internally	25	5	20				1		0
Recruited	28	3	25	22	1	2	2	1	0
Performance Pay Awarded (Teaching Staff)	41	12	29	38	1	0	2	0	0
Performance Pay Awarded (Support Staff)	24	6	18	23	0	0	1	0	0

Salary by Gender Race and Disability													
31/08/2022	<£19k		£20k-£29k		£30k-£39k		£40k-£49k		£50k-£59k		>£60k		Total
M/F	M	F	M	F	M	F	M	F	M	F	M	F	
Support	2	14	6	41	2	3	1	1		0		1	71
Teaching		0	3	9	7	16	24	34	8	6	5	5	117

Grievances and disciplinary action and complaints of harassment					
	Total	Male	Female	White British	Disability
No of harrasment cases in the last 3 years	0	0	0	0	0
No of disciplinary cases in the last 3 years	4	3	1	4	0
No of grievance cases in the last 3 years	2	0	2 (1x collective)	2	0

Pregnancy Maternity and Paternity Leave and Family Issues					
	Total	Male	Female	Race	Disability
Number of cases in the last 3 years	0	0	0	0	0

Objective 1

Undertake an analysis of the gender pay gap annually* and report on this to the Resources Committee and consider any action required. We know that there is a significant gender pay gap across the education sector as a whole. We will continue to promote of equality of opportunity and choice for employees and irrespective of gender through our transparent recruitment processes, pay policy and professional development ensuring male and female staff are paid within the same pay band for the same job role. We will further analyse during academic year to include recruitment trends with regard to race and disability.

Objective 2

Ensure all members of staff and governors involved in recruitment and selection are trained on equal opportunities and non-discrimination. We will provide training and guidance and refresher training as appropriate during the academic year

Objective 3

Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms to help address the under-representation of people with disabilities in the school workforce. We are a disability confident committed employer and will promote through our advertising and recruitment.

Objective 4

Ensure wherever possible that all race regardless of race, gender or background have access to the same opportunities as their peers.

Objective 5

Gender Identity and Sexual Orientation.

There is no attainment data available for this Protected Characteristic. This is one of the fastest changing areas of equality and the school is doing the following:

- Ensuring all staff receive appropriate training.
- Seeking support and guidance from appropriate bodies, on the best ways to create a resilient whole-school community that supports all pupils and staff including lesbian, gay, bisexual and transgender (LGBT+) and those individuals uncertain about their gender identity/sexual orientation.

The progress towards the objectives will be reviewed by the Principal and reported to the Governing Body.

*N.B. With fewer than 250 employees the school is exempt from the requirement to record and publish gender pay gap figures