

Public Sector Equality Duty Statement (over 150 Employees)

Approved by: Board of Trustees

Date of Approval: December 2025

Date of Review: December 2026

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, on at least an annual basis by 30 March, which is broad enough to give a full picture of performance across our School, whilst taking account of Data Protection legislation. 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. With this aim in mind, the types of information we may publish may include:
- 4.2.1. The profile of staff at different grades, levels and rates of pay, including any patterns of occupational segregation and part-time work (this would be in addition to gender pay gap information provision, and consider the pay gaps in relation to all the protected characteristics)
 - 4.2.2. The profile of staff at different stages of the employment relationship, including recruitment, training, promotion, and leavers, and the numbers of complaints of discrimination and other prohibited conduct
 - 4.2.3. Details of, and feedback from, any engagement exercises with staff or trade unions
 - 4.2.4. Any records of how it has had due regard in making workforce decisions, including any assessments of impact undertaken and the evidence used.

Appendix 1: Staffing Information Analysis and 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
31.3.2024 to 30.3.2025													
Men	63	58			2	1			1			1	
Women	149	122	2	8	4			1		1	2	6	
Total	212	180											

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	
31.3.2024 to 30.3.2025										
Promoted internally	23	5	18	21			2			
Recruited	51	11	40	41	4	3	2	1		
Performance Pay Awarded (Teaching Staff)	43	16	27	37	2	3		1		
Performance Pay Awarded (Support Staff)	22	3	19	20		1	1			

Salary by Gender Race and Disability													
31/08/2025													
FTE	<£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			13	70	1	2	2	2		1		1	92
Teaching				1	4	10	34	44			11	13	117

Grievances and disciplinary action and complaints of harassment					
31/08/2025	Total	Male	Female	White British	Disability
No of harrassment cases in the last 3 years					
No of disciplinary cases in the last 3 years	2		2	2	
No of grievance cases in the last 3 years	4		4	4	

Pregnancy Maternity and Paternity Leave and Family Issues					
31/08/2025	Total	Male	Female	Race	Disability
Number of disputes arising in the last 3 years	0	0	0	0	0

Draft objectives for the year are:

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 Trustees 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

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 Board of Trustees.

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