



Staploe Education Trust

Public Sector Equality Duty Statement - Personnel

Version:	4.0
Author:	HR Manager
Approved by:	Infrastructure Committee
Date:	Spring 2022
Review date:	Spring 2025

1 **Introduction**

- 1.1 This document describes how the Board of Trustees of Staploe Education Trust intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce.
- 1.2 The Equality Objectives will be part of each School Improvement Plan and information will be published in the Equality Policy on the Trust 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 you 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 Consider taking steps to meet the needs of staff who share relevant protected characteristics
- 3.3.2 Identify if there are any actions, we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relation
- 3.3.3 Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality
- 3.3.4 Develop equality objectives to meet the specific duties
- 3.3.5 Have 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 Schools. 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.

5 **Equality Objectives**

5.1 Our Equality objectives are published in our Equality Policy at [Staploe Education Trust - Policies](#) and are reviewed every four years to ensure a regular review is taking place across the Trust.

6 **Policy Review**

6.1 Policies will normally be reviewed on a 3-year cycle unless otherwise stated. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.