



Sidney Stringer  
Multi Academy Trust

# **Sidney Stringer Multi Academy Trust**

## **Public Sector Equality Duty Statement**

**September 2016**

# Sidney Stringer Academy Multi Academy Trust Public Sector Equality Duty Statement

## Introduction

This document describes how the Board of Directors of Sidney Stringer Multi Academy Trust intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of each individual School Improvement Plan and information will be published on the Equalities page of each school website.

We will have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and those who do not share it.

We will collect and use equality information to help us to:

### Identify key issues

- Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
- Assess whether we are discriminating unlawfully when carrying out any of our functions.
- Identify what the key equality issues are for our organisation.

### Assess performance

- Benchmark our performance and processes against those of similar organisations, nationally or locally.

### Take action

- Consider taking steps to meet the needs of staff who share relevant protected characteristics.
- Identify if there are any actions we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Develop equality objectives to meet the specific duties.
- Have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff 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.

## **Publication of Equality Information**

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:

- 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.
- 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.

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

- the race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part time
- an indication of the likely representation on sexual orientation and religion and belief, provided that no-one can be identified as a result
- an indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations
- gender pay gap information
- information about occupational segregation
- grievance and dismissal information for people with relevant protected characteristics
- complaints about discrimination and other prohibited conduct from staff
- details and feedback of engagement with staff and trade unions
- quantitative and qualitative research with employees e.g. staff surveys
- 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 impact on equality and any evidence used
- 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

### Staffing Complement of the School for the year 2016-2017

#### Teachers

	FT Men	FT Female	PT Men	PT Female	Total
SSA	31	61	4	20	116
SSP	0	6	0	0	6
RAD	1	9	0	3	13
EGA	15	21	2	11	49
RIV	4	14	0	1	19
Total MAT	51	111	6	35	203

#### Support Staff

	FT Men	FT Female	PT Men	PT Female	Total
SSA	10	12	12	110	144
SSP	0	0	0	12	12
RAD	1	0	3	33	37
EGA	5	4	18	65	92
RIV	2	1	8	43	54
Total MAT	18	17	41	263	339

### Salary by Gender Race and Disability

#### Salary by Gender

	<£19k		£20k-£29k		£30k-£39k	
	Male	Female	Male	Female	Male	Female
SSA	10	90	23	46	18	51
SSP		12		5		
RAD	4	29		9	1	4
EGA	20	47	5	23	7	22
RIV	6	23	6	22	1	7
Total MAT	40	201	34	105	27	84

	£40k-£49k		£50k-£59k		>£60k	
	Male	Female	Male	Female	Male	Female
SSA	1	3	3	8	2	5
SSP				1		
RAD	2		1			
EGA	5	5	3	3		1
RIV		5		2	1	
Total MAT	8	13	7	14	3	6

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**Salary by Race**

	<b>&lt;£19k</b>								
	<b>White British</b>	<b>Asian Indian</b>	<b>Asian Pakistani</b>	<b>Black African</b>	<b>Black Caribbean</b>	<b>Asian Other</b>	<b>White Other</b>	<b>White Irish</b>	<b>Mixed Black &amp; White</b>
SSA	59	22	8	3	1	4	3		
SSP	9	3							
RAD	26	4		1	1	5	1		
EGA	67			1	3	4		1	
RIV	39	2	1				1	2	
Total MAT	200	31	9	5	5	13	5	3	0

	<b>£20k- £29k</b>								
	<b>White British</b>	<b>Asian Indian</b>	<b>Asian Pakistani</b>	<b>Black African</b>	<b>Black Caribbean</b>	<b>Asian Other</b>	<b>White Other</b>	<b>White Irish</b>	<b>Mixed Black &amp; White</b>
SSA	48	11	2	2	3		2		1
SSP	4	1							
RAD	6								
EGA	25						1		
RIV	13								
Total MAT	96	12	2	2	3	0	3	0	1

	<b>£30k- £39k</b>								
	<b>White British</b>	<b>Asian Indian</b>	<b>Asian Pakistani</b>	<b>Black African</b>	<b>Black Caribbean</b>	<b>Asian Other</b>	<b>White Other</b>	<b>White Irish</b>	<b>Mixed Black &amp; White</b>
SSA	51	12	2	1	3				
SSP									
RAD	2								
EGA	24					5		3	
RIV	5	1							
Total MAT	82	13	2	1	3	5	0	3	0

	£40k-£49k								
	White British	Asian Indian	Asian Pakistani	Black African	Black Caribbean	Asian Other	White Other	White Irish	Mixed Black & White
SSA	4								
SSP									
RAD	2								
EGA									
RIV	6								
Total MAT	12	0	0	0	0	0	0	0	0

	£50k-£59k								
	White British	Asian Indian	Asian Pakistani	Black African	Black Caribbean	Asian Other	White Other	White Irish	Mixed Black & White
SSA	10								
SSP									
RAD	1								
EGA	6								
RIV	2								
Total MAT	19	0	0	0	0	0	0	0	0

	>£60k								
	White British	Asian Indian	Asian Pakistani	Black African	Black Caribbean	Asian Other	White Other	White Irish	Mixed Black & White
SSA	7								
SSP	1								
RAD									
EGA	1								
RIV	1								
Total MAT	10	0	0	0	0	0	0	0	0

### Grievances and disciplinary action and complaints of harassment

Number of cases in the last 3 years: Two

### Pregnancy Maternity and Paternity Leave and Family Issues

Number of disputes arising in the last 3 years: None

Based on the information gathering exercise the issues identified are

Underperformance of Boys especially white British

Draft objectives for 2016/17are:

- To ensure that there is an action plan in place for any underperforming groups of students as identified in Raise on Line

The progress towards the objectives will be reviewed by the Executive Principal and reported to the board of Directors.