



Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2017-18

1. Eliminating discrimination and other conduct that is prohibited by the Equalities Act 2010

Promoting equality has always been at the heart of the Trust's mission. Our focus is on delivering educational excellence to young people - particularly those who are suffering from disadvantage in whatever form – to maximise their potential, regardless of their starting point. A commitment to equality of opportunity for both students and staff is at the core of everything we do. Through the positive promotion of equality, and also by challenging any form of bullying and harassment and creating an environment which champions respect for all, we aim to eliminate discrimination and fulfil our obligations under the Equalities Act 2010.

This starts right at the top. In our governance and accountability framework, the duty to ensure the Trust and its schools comply with equalities legislation and fulfil both the general and specific duties is reserved to the Board of Trustees. The Board's specific terms of reference include responsibility for safeguarding, SEND and inclusion. The Academic Board has responsibility for more detailed oversight of the Trust's approach to vulnerable pupils.

Trustees have approved the Trust's main Equalities Policy and the complementary Equal Opportunities Policy for staff. Local Governing Bodies (LGBs) consider the policies and oversee implementation in their respective schools, working with the schools to promote equality and comply with equalities legislation. Governors meet with senior leaders once a term to discuss how their school is meeting the Equality Objectives agreed by the Trust. Governors receive equalities training.

Standard templates are used for reports to the Board and its Committees (including the LGBs). These templates include a specific requirement to consider whether an Equalities Impact Assessment (EIA) is required and a requirement to complete the Trust's standard template when one is needed.

Equality considerations are built into our admissions policies, which are fair and transparent and do not discriminate on the grounds of any of the protected characteristics. We ensure that children with an Education, Health and Care Plan (EHCP) have priority.

Students are treated as an individual throughout their school career with Star Academies. At the point of induction, parents are free to discuss any specific requirements their child may have with regard to any of the relevant protected characteristics and support plans are put in place. Bespoke attainment targets are set for every student that recognise their starting point and help stretch them to maximise their potential. Every student's performance is reviewed regularly as part of the Trust's rigorous approach to monitoring and school SLTs keep an overview of performance to ensure that every child's progress is maintained. The Head of Data at the Trust is able to monitor the attainment and progress of all students sharing protected characteristics, which is compared with the progress of those students who do not have any protected characteristics.

Similarly, the Trust builds equalities considerations into its staffing policies and practices from the outset. All recruitment advertisements refer to our commitment to equal opportunities. "Masked" shortlisting takes place meaning that candidates are identified by reference number only until shortlisting has been concluded. Equal opportunities monitoring information that is voluntarily provided at application stage is anonymised and used by the Trust to measure diversity within the applicant pool and workforce to ensure that we are meeting our obligations under the Equalities Act. The Trust will be introducing a new application tracking and HR management information system during Spring 2019. Training for staff with recruitment and selection responsibilities includes equalities considerations. The Trust has purchased a virtual learning environment and during 2018-19 an e-learning module specifically focused on equality and diversity will be developed and hosted on the site.

The Trust's HR policies and procedures are designed to ensure equality of treatment for all staff, including ensuring equality of access to continuing development and other training opportunities. We offer flexible and "family friendly" working opportunities.

2. Advancing equality of opportunity between people who share a protected characteristic and people who do not have it

The Trust and its schools have a range of policies and procedures in place to advance equality of opportunity between people who share a protected characteristic and those who do not. As outlined above, these include our governance and accountability framework, our equalities and related policies, target setting and attainment tracking for students and training for staff and governors.

Whilst effective policies, procedures and monitoring arrangements are essential, what matters more is what happens within our schools. Specific examples of good practice are set out below:

Student Support
Lunchtime adjustments for students with needs such as disabilities, diabetes and allergies.
Risk assessments undertaken for students with a protected characteristic.
Ensure that we ask for all child, parent, and carer access needs when joining school and how they would like to receive information.
Ensure that we ask for all child, parent, and carer language needs when joining school and how they would like to receive information.
Equality Curriculum awareness to ensure accessibility of all activities including school trips and certain curriculum activities.
Attendance data monitored to ensure that trends do not indicate any group (e.g. SEND, PP, EAL) is attending less than any other and to target support where necessary.
Leadership positions in school monitored to ensure they are accessible to students of all backgrounds, including SEND, PP and all ethnicities. Transparent interview process for all positions.
Rewards and sanctions monitored to ensure equality of opportunity for all students.
Uptake of enrichment clubs and activities monitored to promote attendance from all groups of students.
Special consideration is always given to families who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources.
Transition meetings with Primary Schools and Nursery Providers.
SEND Code of Practice.
Regular analysis and comparison of progress of SEND students with non-SEND cohort.
Review of EHCPs with key staff and external professionals.
Review of SEND pupil needs and progress delivered by SENCO to staff each term.
Regular PRMs held with parents of children with SEND needs to discuss how school and parents can support pupils meet achievement targets.
Personal Evacuation Plans for pupils with SEND needs.
Separate transition arrangements for SEND students.
Special access arrangements for exams students with SEND.
Enhanced intervention programmes delivered for all students with learning difficulties.
TA employed to work with children with learning difficulties.
Delivery of bespoke qualifications for students with SEND needs, offering alternative for students who may not be able to access EBacc qualification.
Peer assistance, staff mentor, homework and lesson support for students with autism.
Specialised equipment and support for children who have physical, hearing or visual impairments, e.g. specialist laptop, electronic wheelchair.
Range of PE equipment sourced to support children with mobility needs.
Accessibility of estate enhanced to support students with mobility needs and visual/hearing impairments.
School anti-bullying policies create zero tolerance of bullying people on the grounds of race, ethnicity, gender, sexual orientation etc. Strategies for supporting victims – restorative justice approaches.
ECM Group supporting young people who are vulnerable, e.g. those who may self-harm or are at risk of bullying.
Meetings held with parents of students with different faiths and support plans put in place.
Use of interpreter in PRMs for students whose parents require it.
Enhanced delivery of learning of other faiths at KS3 and GCSE Religious Studies.
KS3 Citizenship curriculum includes teaching on FBV, discrimination, FGM, CSE and human rights.
Programmes developed in Religious Studies and Citizenship to enhance learning on sexuality and transgender issues.

Student Support (continued)

Mentoring support for learners who wish to discuss sexuality or gender issues.
Non-gender specific toilet allocated for students who are experiencing gender identity issues.
Assemblies delivered by LGBT champion.
Support for students who are pregnant or become young mothers.

Staff Support

Monitor staff recruitment and retention procedures to ensure equality of opportunity for all.
Monitor promotion procedures to ensure equality of opportunity for all.
Monitor staff disciplinary, grievance and competency procedures to ensure an equal process for all.
Monitor staff exit surveys to ascertain any equal opportunities issues.
Line management meetings between SLT and team leaders undertaken with the aim of minimising any negative impact or disadvantages for staff who have a protected characteristic.
Special consideration is always given to staff who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources
Ensure all staff are asked for access needs when joining the school and how they would like to receive information.
Ensure that all staff are asked for language needs when joining the school and how they would like to receive information.
Risk assessments carried out for staff with disabilities or medical conditions.
Changes to lighting, equipment and working conditions for those members of staff with disabilities.
Changes to working conditions for staff following long-term sickness and recommendations from Occupational Health/Access to Work.
Trust Maternity Policy followed. Risk Assessment undertaken for pregnant members of staff and meetings held to discuss concerns or any assistance needed.
Paternity arrangements in place for the fathers of new born children.
Flexible Working applications granted leading to contract adjustments for female members of staff.
Time off for religious observance and study given in accordance with the Trust policy.

Governance, planning and reporting

Annual Operating Statements for both the Trust and Schools include a section on Equality
Annual Equalities Objectives agreed by the Trust.
Termly review of Equality Objectives and Action Plans by the SLT.
Equality Objectives inform school improvement plan.
Accessibility plan sets out how school will improve equality of opportunity for disabled people.
Completion of Equality Impact Assessment on key decisions and new policies, including school admissions policies.
Termly consideration of Equality Impact Assessments in LGB discussions.
Termly report to Governors on discrimination and equality.
Quality of SEND provision reported on termly basis via Principal's report to Governors.
Governor site visits to ensure governors are familiar with SEND provision in schools.
Community Cohesion and Equality Audit completed annually.

Training

Induction training - including detailed definitions, eliminating discrimination and promoting good practice.
Equality of opportunity in curriculum planning.
Improving outcomes for disadvantaged and SEND pupils.
Faith, Character and Ethos training.
Staff training (including WRAP/PREVENT, FGM, Forced Marriages, Domestic Violence, CSE and FBV).
PREVENT training for governors.
Staff training on Inclusion and Anti-Bullying.
LGBT champion training.
Training by SENCO/professionals from local Special Schools/Local Authorities to meet needs of students with additional needs, including visual and hearing Impairments/physical disabilities/cognitive learning difficulties.
Safer Recruitment training for senior leaders.
Pupil Premium training.
Strategies for Speech and Language Problems training.
Safeguarding training for all staff.

Training (continued)
Pupil medical needs training for staff, including autism, asthma, diabetes, epilepsy, mental health and use of epi-pens and EVAC chairs.
Training for staff and pupils in British Sign Language.
Staff training on assessing suitability of trips for pupils with a protected characteristic, to ensure trips are accessible to all pupils.
Staff training on planning delivery of PE curriculum for pupils with a protected characteristic.
Specialist training for LSAs who support children with needs, such as speech and language difficulties and autism.
Training for staff on updates to Trust policies including: Anti-Harassment and Bullying, Code of Conduct, Maternity, Equal Opportunities, Equalities, Flexible Working, SEND and Whistleblowing.
Termly parent workshops raising awareness of issues such as CSE, cyberbullying and e-safety.

3. Fostering good relations across characteristics – between people who share a protected characteristic and people who do not share it

The Trust has always been committed to fostering good relations amongst different groups amongst different groups. We believe that humanity has more in common that unites rather than divides. Schools prioritise activities that promote an inclusive ethos. These activities have included the following:

Activity
Partnerships between schools with different faith/non-faith backgrounds, e.g. school-twinning project with local Jewish school.
Community sports, sports competitions with other schools
KS3 Citizenship programmes.
Interfaith visits, trails and events, such as an Interfaith Week with an exhibition of cross-curricular pupil projects for partner schools, local faith leaders and parents.
Termly Inter-Faith Spirituality Days.
External Speakers programme has seen guests from all faiths, genders, ages, races and ethnicities.
Links with the Three Faiths Forum.
RE Curriculum explores the beliefs and understandings of different religions.
Assemblies, PSHE Curriculum and SMSC Scheme, STAR values and Behaviour Policy all promote tolerance and acceptance of those with Protected Characteristics.
Comprehensive range of displays around the school building, including world religions, anti-bullying, tolerance, culture, women who changed the world, disability, Manchester bombing.
British identity promoted through a range of calendared activities, including parents and wider community.
Project Peace book, with poetry written by pupils in response to the Grenfell fire and Manchester bombing.
Anti-Bullying programmes and initiatives, including Anti-Bullying Weeks, workshops and assemblies, Anti-Bullying Ambassadors, Student Anti-Bullying Council.
Community Foodbank.
World War 1 Commemorations.
Holocaust Memorial Commemorations.
Festive Winter Gifts programmes.
Involvement with community groups and activities, e.g. Scouts, Duke of Edinburgh Award, Army Cadets.
Community events, e.g. Macmillan coffee afternoon, family fun day inviting the local community to attend.
Over £172,000 raised in 2017-18 for local and national charities including: <ul style="list-style-type: none"> • Children in Need • Sport Relief • Cancer Research UK • Age UK • East Lancashire Hospice • Bradford Hospitals Charity • The Grenfell Foundation • Slough Refugee Support
Intergenerational Activities, e.g. connection with local care home, Christmas party for the elderly.
PHAB Club facilitation in collaboration with other local schools and colleges for disabled young people.
Initiatives aimed at ensuring gender equality, focused particularly on female leadership in STEM careers.

Glossary of Terms:

CSE – Child Sexual Exploitation
 EAL – English as an Additional Language
 ECHP – Education, Health and Care Plan
 ECM – Every Child Matters
 FBV – Fundamental British Values
 FGM – Female Genital Mutilation
 LGB – Local Governing Body
 LGBT – Lesbian, Gay, Bisexual and Transgender
 LSA – Learning Support Assistant
 PHAB - Physically Handicapped and Able-Bodied

PP – Pupil Premium
 PRM – Performance Review Meeting
 PSHE – Personal, Social and Health Education
 SENCO – Special Educational Needs Co-ordinator
 SEND – Special Educational Needs and Disability
 SLT – Senior Leadership Team
 SMSC – Spiritual, Moral, Social and Cultural Development
 STEM - Science, Technology, Engineering and Mathematics
 TA – Teaching Assistant
 WRAP – Workshop Raising Awareness of Prevent

4. Student profile

	PUPIL ABSENCE:			PROGRESS:			ATTAINMENT:		
	% Absence (17/18 All pupils)			KS4 P8 (Y11 2018)			KS4 Att8 (Y11 2018)		
	Number of Pupils	Star	National	Number of Pupils	Star	National	Number of Pupils	Star	National
Special Educational Needs (SEN)									
Number identified with SEN	1,652	7%	13%	155	-0.20	-0.61	159	30.93	27.2
Gender									
Male	6,274	6%	5%	606	-0.20	-0.25	632	42.9	43.8
Female	5,983	5%	4%	632	0.38	0.22	669	48.0	49.3
Ethnicity and Race									
White - British	1,819	7%	6%	438	-0.63	-0.14	440	37.7	46.1
White - Irish	DP	DP	6%	DP	DP	0.11	DP	DP	52.2
Traveller of Irish Heritage	DP	DP	17%	0	-	-1.16	0	-	21.9
Any Other White Background	219	6%	5%	16	-0.16	0.51	22	31.6	47.0
Gypsy / Roma	126	11%	14%	DP	DP	-0.78	11	11.7	18.2
White and Black Caribbean	29	6%	7%	DP	DP	-0.37	DP	DP	41.3
White and Black African	27	6%	5%	0	-	0.01	0	-	46.5
White and Asian	105	7%	5%	16	-0.45	0.22	17	40.9	52.5
Any Other Mixed Background	351	5%	5%	37	-0.09	0.12	39	47.3	49.1
Indian	2,055	2%	4%	209	1.47	0.72	214	63.5	56.3
Pakistani	3,172	5%	5%	350	0.14	0.23	369	45.6	45.7
Bangladeshi	606	5%	4%	63	0.31	0.44	66	47.5	46.9
Any Other Asian Background	200	3%	4%	15	0.02	0.65	17	52.4	53.6
Black Caribbean	14	4%	5%	DP	DP	-0.30	DP	DP	39.6
Black - African	667	3%	3%	53	0.37	0.31	62	48.4	47.5
Any Other Black Background	15	3%	4%	DP	DP	0.08	DP	DP	43.0
Chinese	7	1%	2%	DP	DP	1.03	DP	DP	64.2
Any Other Ethnic Group	319	4%	4%	20	1.14	0.55	23	52.2	47.2
Refused	26	6%	-	DP	DP	-	DP	DP	-
Information Not Yet Obtained	261	7%	-	7	-1.61	-	10	24.4	-

Note: DP: Data is not published as to do so could breach data protection (enabling the identification of individuals)

Star Academies extracts pupil absence data from our each of our schools using Capita SIMS SchoolView

National pupil absence data is published within the 2017/18 combined Autumn and Spring Absence SFR as released by the DfE at: <https://www.gov.uk/government/collections/statistics-pupil-absence>

Attainment and Progress data is based on the KS4 final year cohort during the 2017/18 academic year and is calculated using the DfE's published School & College Performance Tables data checking file (made available only to schools)

Please note that data on pupil progress exclude pupils who are not eligible in the DfE's Progress 8 measure (for further information please see DfE documentation at: <https://www.gov.uk/government/publications/progress-8-school-performance-measure>)

5. Staff profile

	2017/18		2016/17		Difference	
	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)
Trust Total	1,777	1,462.1	922	770.6	855	691.5
	2017/18		2016/17		Difference	
	Number	%	Number	%	Number	%
Gender						
Male	393	22%	201	22%	192	0%
Female	1384	78%	721	78%	663	0%
Ethnic Minority Group						
No	736	41%	284	31%	452	+10%
Yes	1041	59%	638	69%	403	-10%
Teachers aged over 50						
50+	83	5%	32	8%	51	-3%

Staff data covering schools within Star Academies is published as part of the DfE's School Workforce Census statistics series and can be accessed in raw form here: <https://www.gov.uk/government/collections/statistics-school-workforce>

Please note that the DfE's School Workforce Census does not include headcount figures for those employees working within the Trust's Central Office

Please note that DfE suppression rules in source data remove context groups where between one and two people populate a group. We estimate this causes a variance of approximately 1% to 5% of the trust headcount within each of the context groups (Gender, Ethnic minority and for those teachers aged over 50).

6. Staff: Gender Pay Gap

In line with statutory requirements the Trust has reported the following on the Government's designated reporting website: www.gov.uk/genderpaygap. The figures have been compiled in line with Government Guidance and are based on a 31st March 2018 snapshot date.

Women's Hourly Rate is 16.3% lower (Mean) and 13.9% lower (Median) than Men's.

Percentage of Male and Females in each pay Quartile		
	Male	Female
Upper Quartile	34.6	65.4
Upper Middle Quartile	26.4	73.6
Lower Middle Quartile	26.3	73.7
Lower Quartile	16.7	83.3

The Trust does not pay bonuses.

We wish to highlight that a gender pay gap should not be confused with 'equal pay' – as a gender pay gap does not necessarily mean that there is inequality in the way our staff are rewarded for the work that they do. We understand that the gender pay gap affects employers worldwide and reflects many factors including those that are external to the workplace including career stereotyping and the cultural use of part-time working.

The Trust is committed to reward our staff fairly for the work they do, regardless of their gender or other protected characteristic. The Trust will incorporate the consideration of our current gender gap as we develop our policies; particularly with regard to recruitment, retention and workforce development policies. Through these we will seek to actively reduce the gap in areas that we believe we can have influence as a responsible employer.