



## Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2018-19

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### 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 Senior Leadership Teams 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. 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 2010. Training for staff with recruitment and selection responsibilities includes equalities considerations.

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.



## 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
Accelerated Reader introduced to boost and track reading progress for students with low reading ages during English lessons and form time
Admission policies fully compliant with the Equalities Act 2010
Alternative curriculum pathway offered for SEN learners
Careers guidance for SEN and all students
Curriculum pathway at KS4 developed to include increase of Numeracy and Literacy. Offer qualifications for students who may not be able to access EBacc qualifications
ECM Group – supporting young people who are vulnerable including those who may have suffered family bereavement, those who may self-harm, those at risk of bullying
English as an Additional language (EAL) learning coaches appointed to allow fair access to the curriculum
Enhanced delivery of learning of other faiths across all curriculum years
Enrichment clubs and strategies accessible to all pupils
Ensure leadership positions in the school are accessible to students of all backgrounds
Equality objectives to inform school improvement plan
Extra time/scribe requests for students sitting GCSE exams in partnership with exam boards
Language and information needs determined for all pupils, parents/carers and staff
Lunchtime adjustments for pupils with specific allergies
Meetings with parents of students with learning difficulties
Non-gender specific toilets associated for students who are experiencing gender identity issues
Peer assistance, staff mentors, homework and lesson support for students with mild autism
Personal Emergency Evacuation Plans created, practiced and activated for pupils with disabilities
Programmes developed in Religious Studies and Citizenship to enhance learning on sexuality and transgender issues
Review of Educational Health Care Plans with key staff and external professionals
Risk assessments undertaken for students with a protected characteristic
SEND Code of Practice
Specialised equipment for pupils who need additional assistance
Support for students who are pregnant or become young mothers/parents
Teaching Assistants employed to work with children with learning difficulties
The Language Bridge provides support to pupils new to English
Transition meetings with nursery and primary providers
Uniform grants for pupils with Pupil Premium and full payment of educational trips
Work with BSL interpreters



Staff Support
All vacancies advertised promote a commitment to eliminating discrimination and encourage diversity and equality
Changes to lighting, equipment and working condition for members of staff with disabilities
Maternity and Paternity arrangements in place Trust wide
Monitor staff disciplinary, grievance and competency procedures to ensure and equal process for all
Termly reviews of SEND pupils' needs delivered by SENCo to all staff during staff development meetings each term
Monitor staff exit surveys to ascertain any equal opportunities issues
Time off for religious observance and study
Line management meetings between Senior Leadership Team and team leaders undertaken with the aim of minimising any negative impact or disadvantages for staff who have a protected characteristic
Risk assessments carried out for staff with disabilities or medical conditions
Changes to working conditions for staff following long-term sickness and recommendations from Occupational Health/Access to Work

Governance, planning and reporting
Annual Operating Statements for both Trust and Schools include a section on equality
Community Cohesion and Equality Audit completed annually
Completion of an Equality Impact Statement on key decision, reports and new policy implementation
Equality objectives and action plans by the Senior Leadership Team
Governor and Trustee visits to schools
Monitor attendance data to ensure that trends do not indicate any group is attending less than others
Monitor rewards and sanctions to ensure that there is equality of opportunity for all pupils
Regular analysis and comparison of progress of SEND pupils with non-SEND cohort
Sharply focused and regularly reviewed pupil premium strategy (associated link governor meeting)
Termly report to Governors linked equality and discrimination
Safeguarding briefing provided to Governors twice yearly to ensure all are kept up to date on new/relevant safeguarding measures within schools

Training
Annual speech and language training to ensure staff are familiar with the necessary strategies for teaching pupils with speech and language difficulties
Faith, Values and Ethos training
Safeguarding and specialist training including Female Genital Mutilation, domestic violence, bullying (including LGBT+, cyber and homophobic bullying), Prevent, WRAP, Child Sexual Exploitation and forced marriage
Safer recruitment training provided to staff who undertake recruitment
Induction training which includes detailed definitions, eliminating discrimination and promoting good practice
Improving outcomes training for disadvantaged pupils
PREVENT training for lead governor responsible for safeguarding
LGBT+ Champion training
Training to manage Pupil Premium effectively
Specific medical conditions training top ensure staff are aware of how to support pupils with autism, diabetes, epilepsy, mental ill health and the use of epi-pens and EVA chairs
Staff training on planning delivery of the Physical Education curriculum for pupils with a protected characteristic



**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
British identity promoted through a range of calendared activities, including parents and wider community
Comprehensive range of displays around the school buildings, including world religions, anti-bullying, tolerance, culture, women who changed the world and disability
External Speakers Programme has seen guests from all faiths, genders, ages, races and ethnicities
Festive Winter Gifts programme undertaken across all Trust schools
Holocaust Memorial commemorations
Initiatives aimed at ensuring gender equality, focused particularly on female leadership in Science, Engineering, Technology and Maths (STEM) careers
Interfaith events – pupils visiting places of worship of other faiths such as a Gurdwara, Cathedral, Synagogue,
Intergenerational activities – links made with care homes and sheltered accommodation for visits, Christmas party for the elderly
Involvement with community groups and activities, e.g. Scouts, Duke of Edinburgh Award, Army Cadets.
Over £214,810 raised in 2018-19 for local, national and international charities including: <ul style="list-style-type: none"> <li>• Birmingham Women &amp; Children's Hospital Charity</li> <li>• The Grenfell Foundation</li> <li>• Macmillan Cancer Support</li> <li>• Multiple Hospices supported across the five geographic areas Star Academies works within</li> <li>• Ramadhan Charity Appeals to support multiple good causes</li> <li>• Royal British Legion</li> <li>• UNICEF</li> </ul>
Participation in Mental Health Awareness events pupils trained as Mental health Champions
Pupil leadership roles across school including those that ensure no pupil is left out at breaktime
Sports competition with other schools
Support for local foodbanks including fundraising to supply goods
Termly Inter-Faith Spirituality Days
Twinning projects between schools with different socio-economic and faith backgrounds to ensure the fostering of good relations
Whole school priority: All subject areas promote Spiritual, Moral, Social and Cultural Development as relevant in the context of the lesson
World War 1 and 2 commemorations

Glossary of Terms:

LGBT+ – Lesbian, Gay, Bisexual and Trans

SENCo – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disability

WRAP – Workshop Raising Awareness of Prevent



## Student profile

Data to reflect characteristics – specified in line with data collected on pupils but not so as to breach data protection (to prevent the identification of individuals).

PRIMARY	Number on Roll	% of establishment population	Attendance:		Progress:		Progress:		Progress:		Attainment:	
			Aut/Spr 18/19		Reading		Writing		Maths		RWM Combined	
			Nat	Star	Nat	Star	Nat	Star	Nat	Star	Nat	Star
<b>Special Educational Needs (SEN)</b>												
Number identified with SEN	534	15%	95%	95%	-1.5	+3.7	-2.2	+3.0	-1.5	+3.3	22%	50%
<b>Gender</b>												
Male	1,849	51%	96%	96%	-0.5	+1.4	-0.7	+2.0	+0.7	+2.7	60%	71%
Female	1,807	49%	96%	96%	+0.6	+1.5	+0.8	+2.5	-0.7	+1.0	70%	78%
<b>Ethnicity and Race</b>												
White - British	343	9%	96%	95%	-0.1	-2.4	-0.3	-0.2	-0.5	-1.7	65%	51%
White - Irish	DP	DP	95%	DP	+1.8	DP	+0.4	DP	+0.6	DP	73%	DP
Any Other White Background	122	3%	96%	93%	+1.2	+1.8	+1.4	+4.6	+2.2	+3.2	63%	63%
White and Black Caribbean	10	0%	95%	90%	-0.4	-	-0.7	-	-1.3	-	59%	-
White and Black African	12	0%	96%	97%	+0.4	+0.7	+0.3	+2.9	-0.2	-0.1	67%	50%
White and Asian	65	2%	96%	95%	+0.8	+8.7	+0.6	+3.3	+0.7	+8.5	73%	88%
Any Other Mixed Background	164	4%	96%	97%	+0.6	-2.0	+0.6	+0.7	+0.4	-2.1	68%	77%
Indian	892	24%	97%	98%	+0.8	+0.1	+1.1	+1.6	+2.5	-0.9	77%	86%
Pakistani	1,188	32%	96%	96%	+0.2	+4.4	+0.6	+3.2	+1.1	+4.9	62%	84%
Bangladeshi	318	9%	96%	96%	+1.0	+2.9	+1.5	+3.8	+1.9	+3.2	70%	89%
Any Other Asian Background	60	2%	97%	96%	+0.7	+2.8	+1.2	-0.1	+2.6	+3.4	71%	56%
Black Caribbean	DP	DP	96%	DP	-0.6	DP	-0.5	DP	-1.4	DP	56%	DP
Black - African	256	7%	98%	97%	+0.5	-3.8	+0.8	+2.0	+0.9	-0.5	67%	56%
Any Other Black Background	11	0%	97%	97%	+0.1	-	+0.4	-	+0.0	-	60%	-
Chinese	DP	DP	98%	DP	+1.5	DP	+1.8	DP	+4.4	DP	80%	DP
Any Other Ethnic Group	129	4%	96%	97%	+0.9	-2.2	+1.3	+0.1	+2.4	-1.2	61%	77%
Gypsy/Roma	65	2%	89%	92%	-1.1	+9.0	-0.4	+10.2	-0.8	+14.5	19%	13%
Traveller of Irish Heritage	DP	DP	83%	DP	-0.6	DP	-1.0	DP	-1.0	DP	26%	DP
Unknown	15	0%	-	-	-	-	-	-	-0.4	-	-	-

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

- Number on roll includes all children in primary phase, years N1 to Year 6 using the January 2019 School Census.
- Star Academies extracts pupil absence data from our each of our schools using Capita SIMS SchoolView
- National pupil absence data is published within the 2018/19 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 KS2 final year cohort during the 2018/19 academic year and is calculated using the DfE's published School & College Performance Tables data checking file (made available only to schools);
- National attainment and progress statistics are taken from the DfE KS2 SFR at: <https://www.gov.uk/government/collections/statistics-key-stage-2>
- Please note that data on pupil progress exclude pupils who are not eligible in the DfE's Progress measure (for further information please see DfE documentation at: <https://www.gov.uk/government/publications/primary-school-accountability>)



Data to reflect characteristics – specified in line with data collected on pupils but not so as to breach data protection (to prevent the identification of individuals).

SECONDARY	Number on roll	% of establishment population	Attendance:		Progress:		Attainment:	
			Aut/Spr 18/19		Y11 Progress 8		Y11 Attainment 8	
			Nat	Star	Nat	Star	Nat	Star
Special Educational Needs (SEN)								
Number identified with SEN	1,226	13%	92.1%	91.6%	-0.6	-0.1	27.6	30.12
Gender								
Male	4,975	51%	94.8%	93.8%	-0.3	-0.2	44	42.9
Female	4,813	49%	94.8%	94.0%	+0.2	+0.7	49.5	50.8
Ethnicity and Race								
White - British	1,922	20%	94.5%	90.3%	-0.1	-0.9	46.2	33.8
<b>White - Irish</b>	<b>DP</b>	<b>DP</b>	<b>94.1%</b>	<b>DP</b>	<b>+0.1</b>	<b>DP</b>	<b>52.1</b>	<b>DP</b>
Any Other White Background	172	2%	95.0%	90.6%	+0.5	+0.1	46.8	36.0
White and Black Caribbean	32	0%	93.1%	88.2%	-0.4	-0.2	41	35.4
White and Black African	32	0%	94.9%	90.9%	+0.0	+0.3	47.4	36.2
White and Asian	85	1%	95.1%	88.8%	+0.2	-0.6	53.2	31.8
Any Other Mixed Background	321	3%	94.9%	93.6%	+0.1	+0.1	49.2	41.8
Indian	1,747	18%	96.6%	97.4%	+0.7	+1.3	57.3	63.0
Pakistani	3,328	34%	95.4%	94.8%	+0.2	+0.5	46.2	48.2
Bangladeshi	502	5%	96.0%	95.8%	+0.5	+0.8	50.6	54.0
Any Other Asian Background	216	2%	96.7%	95.9%	+0.7	+1.1	54.5	56.8
Black Caribbean	20	0%	94.8%	96.0%	-0.3	-1.2	39.4	33.4
Black - African	642	7%	97.2%	96.2%	+0.3	+1.0	47.3	51.6
Any Other Black Background	17	0%	96.2%	96.0%	+0.1	+0.9	43	48.0
Chinese	9	0%	98.0%	98.4%	+0.9	+1.4	64.3	51.5
Any Other Ethnic Group	326	3%	95.9%	95.6%	+0.5	+1.1	47.3	52.5
Gypsy/Roma	113	1%	86.2%	82.0%	-0.8	-0.7	19.1	16.1
<b>Traveller of Irish Heritage</b>	<b>DP</b>	<b>DP</b>	<b>83.9%</b>	<b>DP</b>	<b>-1.1</b>	<b>DP</b>	<b>26.6</b>	<b>DP</b>
Unknown	294	3%	-	-	-	-	-	-

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

- Number on roll includes all children in secondary phase, Years 7 to Year 13 using the January 2019 School Census.
- Star Academies extracts pupil absence data from our each of our schools using Capita SIMS SchoolView
- National pupil absence data is published within the 2018/19 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 2018/19 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>)



## Staff profile

	2018/19		2017/18		Year on Year change	
	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)
<b>Trust Total</b>	<b>1980</b>	<b>1,364</b>	<b>1,777</b>	<b>1,462.1</b>	<b>203</b>	<b>98.1</b>
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>Age</b>						
16-24	133	7%	NR	NR	NR	NR
25-34	662	33%	NR	NR	NR	NR
35-44	550	28%	NR	NR	NR	NR
45-54*	435	22%	83	5%	352	17%
55-64	181	9%				
65+	19	1%				
<b>Disability</b>						
Yes	3	0.2%	NR	NR	NR	NR
No	59	3%	NR	NR	NR	NR
Not known	1918	96.8%	NR	NR	NR	NR
<b>Ethnicity and Race<sup>^</sup></b>						
White	55	3%				
BME	32	2%	1041	59%	-1009	-57%
Prefer not to say	1893	95%	736	41%	1157	54%
<b>Religion and Beliefs</b>						
Buddhism	DP	NR	NR	NR	NR	NR
Christianity	30	NR	NR	NR	NR	NR
Islam	33	NR	NR	NR	NR	NR
Other religion	DP	NR	NR	NR	NR	NR
No religion or belief	20	NR	NR	NR	NR	NR
Prefer not to say	DP	NR	NR	NR	NR	NR
Not known	1892	NR	NR	NR	NR	NR
<b>Gender</b>						
Male	500	25%	393	22%	107	3%
Female	1480	75%	1384	78%	96	-3%

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

**NR: Data was not reported and available**

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 2018/19 figures include headcount figures for those employees working within the Trust's Central Office. These were not included in 2017/18.

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.

\* In 2017/18 only teachers aged over 50 were reported.

<sup>^</sup> In 2018/19 a new HR system was introduced which is a self-service system. As a result, it is optional for staff to provide their ethnicity and religious beliefs. This has resulted in a significant number of 'prefer not to say' which will unfortunately not represent the true make up of staff within the Trust.



**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](http://www.gov.uk/genderpaygap). The figures have been compiled in line with Government Guidance and are based on a 31st March 2019 snapshot date

Women’s Hourly Rate is 15.7% lower (Mean) and 19.9% lower (Median) than Men’s.

Percentage of Male and Females in each pay Quartile		
	Male	Female
Upper Quartile	17.8	82.2
Upper Middle Quartile	19.9	80.1
Lower Middle Quartile	28.1	71.9
Lower Quartile	33.2	66.8

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.