



## Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2022-23

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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 pupils 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 (Special Educational Needs and/or Disabilities) 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 Equalities, Diversity and Inclusion Policy and the complementary Equal Opportunities Policy for staff. Local accountability boards (LABs) oversee implementation within their respective 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.

Standard templates are used for reports to the Board and its committees (including the LABs). 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.

Pupils are treated as individuals throughout their school career with Star Academies. At the point of induction, parents are free to discuss any specific requirements their child may have regarding any of the relevant protected characteristics and support plans are put in place. Bespoke attainment targets are set for every pupil that recognise their starting point and help stretch them to maximise their potential. Every pupil'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 trust monitors the attainment and progress of all pupils sharing protected characteristics, which is compared with the progress of those pupils 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 equalities obligations. 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 also offer flexible and "family friendly" working opportunities.



**During the year our schools have undertaken the following activities and actions to deliver our Equality Objectives. In delivering these activities and actions we have had 'due regard' to:**

1. Eliminating discrimination and other conduct that is prohibited by the Equalities Act 2010
2. Advancing equality of opportunity - between people who share a protected characteristic and people who do not
3. Fostering good relations across characteristics - between people who share a protected characteristic and people who do not

**Actions to support delivery of:**

**Objective 1: Embed equality, diversity and inclusion into our curriculum, teaching and learning practice**

**Pupil Support**

- Accessibility and suitability of school estates to ensure pupils with mobility needs or other medical or physical needs (such as visual or hearing impairments) are fully supported.
- Accessibility plan devised and updated through the year.
- Additional time and/or support with writing for pupils sitting exams (in partnership with exam boards).
- Admissions Policies fully compliant with the Equalities Act 2010.
- Anti-bullying policies create zero tolerance of bullying people on the grounds of race, ethnicity, gender, sexual orientation etc. Strategies for supporting victims, including restorative justice approaches.
- Child, parent, and carer access needs are analysed when joining school to ensure information is provided in an appropriate format.
- Classroom layout organised to ensure accessibility and participation by all.
- Classroom support for children with additional needs in place to ensure they access the curriculum fully.
- Displays around schools reflect British Values, STAR Values, Mental Health, SEND, world religions, tolerance and more.
- Every Child Matters (ECM) Group – supporting young people who are vulnerable including those who may have suffered a family bereavement, those who self-harm and those at risk of bullying.
- Diversity across school is celebrated and children are encouraged to share experiences of different cultures.
- Early identification of pupils in Years 7-9 that may require additional time which leads to additional time and/or support with writing for pupils sitting exams (in partnership with exam boards).
- Hardship fund to provide assistance with uniform, stationery and food packages.
- Individual Education Plans or Health Care Plans created for pupils who have a specific need.
- Lunchtime adjustments for students with needs such as disabilities, diabetes and allergies in terms of setting and diet.
- Mentoring support for learners who wish to discuss sexuality or gender issues.
- Mental Health Week, celebration of Hello Yellow Day and training of Wellbeing Mentors to remove stigma about mental health and provide peer support.
- Parental App which provides a translation service covering 42 languages where necessary - Language bridge also provides support to pupils for whom English is an additional language (EAL), new to English and new to the UK.
- Pastoral Support Plans for students with specific needs.
- Personal Emergency Evacuation Plans (PEEP) for pupils with specific disabilities (accompanied by termly parental consultation meetings).
- Risk assessments undertaken for students with a protected characteristic.
- SEND Code of Practice is adhered to.
- Special Educational Needs and/or Disabilities Co-ordinator (SEND/CO) monitors SEND pupils equal opportunities across schools and hold regular staff Continuous Professional Development (CPD) sessions to raise awareness.
- Special access arrangements for SATs/Assessments for students with SEND.
- 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.
- Special access arrangements shared with staff for students with SEND and guidance given specifically on assessments in terms of additional time.
- Specialised equipment and support for children who have physical, hearing or visual impairments.
- Staff training provided on reasonable adjustments for children requiring them.
- STAR Maps are produced for all SEND students with clear adaptive strategies for their needs, shared with all staff to ensure there is a consistent approach for each student. Training takes place to ensure staff can access and employ these.
- Strategies in place and regularly reviewed for pupils who have speech and/or language issues.



### Objective 1: Embed equality, diversity and inclusion into our curriculum, teaching and learning practice

- Teaching Assistants employed to work with children with more complex learning difficulties.
- Termly parent/carer meetings for those children with a disability.
- The Reading Recovery scheme supports pupils with reading ages significantly below cognitive age by providing reading mentors from older pupils and staff to support them (known as 'leaders for readers').
- Transition meetings held between nursery/primary, primary/secondary and secondary/further education establishments to ensure information is shared relating to pupils with any additional needs.

#### Curriculum

- Art, drama and music curriculums focus on embedding an appreciation of human creativity and achievement. These subjects ensure that students are exposed to a variety of works to embed cultural capital and essential knowledge that students need to be educated citizens.
- Bespoke Curricula offered for pupils with complex SEND and who are EAL.
- Curriculum pathway at KS4 developed to include increase of Numeracy and Literacy to offer additional support for students in English and Maths.
- Citizenship lessons within the Personal, Social and Health Education (PSHE) curriculum are tailored to promote fundamental British Values and link to the STAR Values.
- Equality Curriculum awareness to ensure accessibility of all activities including school trips and certain curriculum activities.
- External Speakers programme with guests from all faiths, genders, ages and ethnicities speaking about a wide range of topics to broaden the knowledge and understanding of pupils.
- Geography lessons improve understanding of cultures, interconnectivity of the world's communities and species.
- History lessons cover breadth and depth of British, European and World History through the ages and the impact of it on present day.
- Improved access to sports for pupils with disabilities.
- Initiatives aimed at ensuring gender equality, including a focus on female leadership through Inspirational Speakers Assemblies. Speakers detailing their career pathways and experiences include a wide range of sectors.
- Literary texts as part of school study in English, as part of the Reading Aloud programme, on recommended reading lists, and texts within the school library are selected from a wide range of authors from varying backgrounds – ensuring students are exposed to the works and viewpoints of individuals from different racial backgrounds, genders and cultures. These offer the opportunity for students to debate different views in a respectful manner.
- Modern Foreign Languages (MFL) lessons focus on bringing the country into the classroom so that students can appreciate the different cultures linked to the language.
- New Relationships and Health Education (RHE) and Relationship, Sex and Health Education (RSHE) policies and schemes of work introduced.
- Opportunities are identified and shared to promote diversity through all aspects of the curriculum and promote special events through subject areas.
- PE lessons teach about unity through global sporting events as well as successful leaders who have been ambitious and resilient to work towards their sporting goals.
- Reading curriculum to support pupils with reading ages significantly below chronological and cognitive age – for example, Read Aloud, Reading Wise.
- Science lessons teach about the contributions of some of the most consequential scientists in History.
- Subject areas promote spiritual, moral, social, and cultural (SMSC) development as relevant in the context of the lesson.
- Tailored curriculum topics in PSHE and Religious Studies at KS3, KS4 and KS5 to promote inclusion and diversity and invite students to respectfully participate in discussions around issues where there may be varying viewpoints.
- TLAS (Teach Like A Star) Playbook contains adaptations for the teaching and learning strategies used to support all pupils.

#### Pupil Progress

- Attainment tracking and progress for all students within faculties and across the school monitors key student groupings in terms of ethnicity, gender and SEND.
- Careers Advisor provides guidance to SEND and EAL pupils.
- Careers programme ensures equality of opportunity for students.
- Enhanced delivery of bespoke qualifications for learners with complex needs.
- Monitoring of rewards and sanctions takes place to ensure that there is equality of opportunity for all students.



### Objective 1: Embed equality, diversity and inclusion into our curriculum, teaching and learning practice

- SENCO monitors SEND pupils equal opportunities across school and hold regular staff CPD sessions to raise awareness.
- 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.
- Targeted interventions and support in place for students across a range of subjects.

#### Assemblies & Form Time Programme

- Anti-Bullying Policy is discussed in form time activities, linked to anti-bullying and zero tolerance of bullying on the grounds of race, ethnicity, gender, sexual orientation is promoted in these sessions.
- Assemblies are delivered at the start of term for all year groups around expectations and the term ahead, themes are based on the STAR Values, fundamental British values and the importance of valuing each other.
- Assembly and form time programme is adjusted to respond to world news/current affairs issues (related to any individuals/protected characteristics).
- Calendar and displays and activities reflect opportunities to reflect and remember the importance of diversity.
- Disability related assemblies delivered aimed at raising awareness of equal rights.
- Displays around schools reflect British Values, STAR Values, Mental Health, SEND, world religions, tolerance and more.
- Form time sessions for all year groups remind all students of the expectations concerning their attitude and behaviour for learning.
- Our assembly and form time programmes promotes equality of opportunity and diversity through our STAR Values so that students understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Quality Assurance is conducted to build up a map of good practice and areas for improvement.
- Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assembly or PSHE sessions.
- School assemblies, the PSHE curriculum and SMSC schemes, STAR Values and the trust's Behaviour Policies all promote diversity.
- Strong links made with local community wardens employed by local council; joint initiatives developed including pupils litter picking in the locality and other environmental projects.
- UNICEF related assemblies are delivered aimed at raising awareness of equal rights and focus on equality and respect.
- Weekly parental briefing notes sent to parents highlighting key events taking place for the following week for all pupils.

#### Pupil Leadership, Enrichment and Extra Curricular Activities

- Enrichment Week provides a range of opportunities, including Science, Technology, Engineering, and Mathematics (STEM).
- External visitors are considered based on their contribution to the enrichment of students' experiences through their own.
- Extra-curricular activities, enrichment, external speakers and leadership opportunities promote the ethos of equality to students and help students develop good relationships with people of different characteristics.
- Festive Winter Gift Programme undertaken across all trust schools and head office.
- Good news stories as part of the whole school website and termly school newsletters.
- Interfaith events include pupil visits to various places of worship within the locality, including a Gurdwara, and cathedral.
- Intergenerational events incorporate links with a neighbouring care home.
- Lunchtime provision for students with specific needs.
- Promotion of democracy and leadership with the implementation of our Heads of School and School Council.
- Pupil Leadership positions in schools monitored to ensure they are accessible to pupils of all backgrounds, including SEND, EAL and all ethnicities.
- Recognition of commemorative events.
- Shine Charity appeals to support multiple causes, raising monies for a wide range of local, national, and international charities.
- Sports events with other schools/links with professional clubs.
- Staff, Pupil and Parent/Carer Shura meetings that enable open discussions to be had and recommendations to be made/considered/implemented.
- Star Readers programme exposes pupils to a variety of themes which develop social awareness and understanding of different lives, backgrounds, and cultures.
- Support for foodbanks within schools and within the wider community.



### Objective 1: Embed equality, diversity and inclusion into our curriculum, teaching and learning practice

- Students are encouraged to take part in all leadership opportunities and leadership positions in schools monitored to ensure they are accessible to students of all backgrounds, including SEND, gender and all ethnicities.
- Random acts of kindness are embedded within school ethos.
- Representatives and Ambassadors (Anti-bullying, E-Safety, Multi-Faith, SEND, UNICEF, Wellbeing).
- Students are provided with opportunities to learn public speaking skills and take part in enrichment activities, wherein they can speak respectfully on potentially contentious issues.
- Uptake of enrichment clubs, activities and trips is tracked and monitored to promote attendance from all groups of students.

### Objective 2: Embed equality, diversity and inclusion across our organisation

#### Governance, planning and reporting

- Annual Operating Statements for both trust and schools include a section on equality.
- Completion of an Equality Impact Statement on key decisions which are discussed in Trust and LAB meetings.
- 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.
- Regularly reviewed Pastoral and Safeguarding Risk Registers to allow for early intervention, planning and support.
- Sharply focused and regularly reviewed pupil premium strategy (associated link governor meeting).

#### Staff Support

- All staff receive School focussed training around 'Identity and Diversity', providing them with the opportunity to engage in dialogue around best practice, team working, the inclusive nature of the education provided at that particular school and how this manifests itself in the curriculum, school surroundings etc. and how inclusivity and diversity is promoted in relationships and communication with parents, external agencies, visitors, and the wider community.
- All vacancies advertised promote a commitment to eliminating discrimination and encourage diversity and equality.
- Changes to lighting, equipment and working conditions for those members of staff with disabilities.
- Changes to working conditions for staff following long-term absence and recommendations from Occupational health/Access to Work.
- Monitoring of staff recruitment and accompanying staff exit interviews. These are monitored to ensure that any equal opportunities issues are addressed.
- Interview panels have a Safer Recruitment trained member.
- Maternity, Paternity and Adoption arrangements in place.
- Monitoring of staff disciplinary, grievance, competency, and promotion procedure to ensure an equal process for all.
- Opportunities to work flexibly, particularly in admin/central roles - Hybrid working opportunities to support with varying needs of staff.
- Pregnant Staff are supported through reasonable adjustments made to support them e.g. later start times, use of the lifts on premises, excused from duties which require standing for long periods of time.
- Risk assessment completed for pregnant stakeholders with accompanying adjustment of duties where applicable.
- Risk assessments carried out for staff with disabilities of medical conditions.
- Speech and language training from external trainers to ensure staff are familiar with the necessary strategies for teaching pupils with speech and language difficulties.
- Staff Wellbeing Policy launched in September 2021. Staff Wellbeing is prioritised through social events, teambuilding events and activities offsite.
- Staff who feel they are experiencing work-based stress are supported through the use of Stress Management Plans supported by Occupational Health.
- Staff who have returned to work following Maternity leave are supported through their re-induction into work, with reasonable adjustments made where needed e.g. reduced work hours.
- There is an open culture surrounding Mental Health and particularly for staff who have voiced struggles with Mental Health, they are well supported by additional mentoring, extended deadlines, and full support to complete work.



## Objective 2: Embed equality, diversity and inclusion across our organisation

- Time off for religious observance and study.

### Training

- Annual training for safeguarding and Keeping Children Safe in Education.
- Induction training - detailed definitions and training focussed on eliminating discrimination and promoting good practice.
- Faith, values, and ethos training at faith designated schools.
- PREVENT training for lead governor responsible for safeguarding
- Pupil medical needs training for staff which includes Autism, Asthma, Diabetes, Epilepsy, Mental Health, use of AAls and EVAC chairs.
- Staff are trained in various key factors, such as First Aid, Anaphylaxis, Health and Safety, Mental Health First Aid and Manual Handling to best support pupils of all needs.
- Pupil Premium training to ensure it is being managed effectively.
- Regular training for staff to equip them with strategies and skills to facilitate learning for Neurodiverse pupils e.g. giving time-outs, using reduced amount of text, concise verbal instructions etc.
- Safer recruitment training provided to staff who undertake recruitment.
- Specialist training delivered by Subject Matter Experts from local Special schools/Local Authority to meet needs of Pupils with Visual and Hearing Impairment needs/Physical Disability/Cognitive Learning difficulties.
- Specific and specialist training for staff relating to PREVENT, WRAP, Female Genital Mutilation, Anti-Bullying, Equalities, Child Sexual Exploitation, Domestic Violence and Forced Marriage.
- Staff are provided with specialist training where required, from the parents or appropriate Medical Personnel, to specifically cater to specialist medical conditions or pupils with a disability. This enables pupils with additional needs to attend residential or extended day trips.
- Staff attend various training provisions, including Safeguarding, Prevent in Education, FGM, FCE, Child Sexual Exploitation, Child Sexual Abuse, Right Help/Right Time, and Adaptive teaching practices.
- Staff training relating to assessing the suitability of trips for pupils with additional needs to ensure they are accessible for all.
- Training on use of ICT systems, particularly for remote learning.
- Whole-school training on Staff Inset on Developmental Language Disorder.



## Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2022-23

### Pupil profile

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

| PRIMARY                              | Number on Roll | % of establishment population | Attendance Autumn / Spring |       |
|--------------------------------------|----------------|-------------------------------|----------------------------|-------|
|                                      |                |                               | National                   | Star  |
| <b>Special Education Needs (SEN)</b> |                |                               |                            |       |
| SEN EHCP                             | 152            | 2%                            | 92.1%                      | 90.5% |
| SEN Support                          | 822            | 13%                           | 94.2%                      | 93.0% |
| No SEN                               | 5176           | 84%                           | 95.8%                      | 94.4% |
| <b>Gender</b>                        |                |                               |                            |       |
| Male                                 | 3033           | 49%                           | 95.4%                      | 94.1% |
| Female                               | 3117           | 51%                           | 95.6%                      | 94.2% |
| <b>Ethnicity and Race</b>            |                |                               |                            |       |
| Any other Asian background           | 99             | 2%                            | 95.7%                      | 93.6% |
| Any other black background           | 19             | 0%                            | 96.3%                      | 92.9% |
| Any other ethnic group               | 378            | 6%                            | 95.7%                      | 94.4% |
| Any other mixed background           | 331            | 5%                            | 95.3%                      | 94.9% |
| Any other white background           | 162            | 3%                            | 95.0%                      | 89.7% |
| Bangladeshi                          | 533            | 9%                            | 94.5%                      | 93.9% |
| Black - African                      | 564            | 9%                            | 96.9%                      | 95.5% |
| Black Caribbean                      | SUPP           | 0%                            | 95.1%                      | 94.3% |
| Gypsy/Roma                           | 43             | 1%                            | 91.5%                      | 83.0% |
| Indian                               | 1162           | 19%                           | 95.6%                      | 96.5% |
| Information not yet obtained         | 106            | 2%                            | 94.9%                      | 72.0% |
| Pakistani                            | 2224           | 36%                           | 95.0%                      | 93.6% |
| Refused                              | 45             | 1%                            | 100.0%                     | 92.9% |
| White - British                      | 268            | 4%                            | 95.5%                      | 92.1% |
| White and Asian                      | 133            | 2%                            | 95.6%                      | 92.2% |
| White and Black African              | 34             | 1%                            | 95.6%                      | 94.0% |
| White and Black Caribbean            | 13             | 0%                            | 94.6%                      | 91.4% |

- Number on roll includes all children in primary phase, Years 1 to Year 6 using Star Academies MIS (Period included September 2022 - August 2023).
- National pupil absence data published within the 2022/23 combined Autumn and Spring Absence SFR, DfE at: <https://www.gov.uk/government/collections/statistics-pupil-absence>



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

| SECONDARY                              | Number on roll | % of establishment population | Attendance      |       |
|--|----------------|-------------------------------|-----------------|-------|
|  |                |                               | Autumn / Spring |       |
|  |                |                               | National        | Star  |
| <b>Special Educational Needs (SEN)</b> |                |                               |                 |       |
| SEN E                                  | 278            | 1.9%                          | 91.0%           | 86.3% |
| SEN K                                  | 1995           | 13.5%                         | 92.3%           | 87.6% |
| NO SEN                                 | 12552          | 84.7%                         | 94.8%           | 91.9% |
| <b>Gender</b>                          |                |                               |                 |       |
| Male                                   | 7954           | 53.7%                         | 94.5%           | 91.5% |
| Female                                 | 6871           | 46.3%                         | 94.2%           | 90.9% |
| <b>Ethnicity and Race</b>              |                |                               |                 |       |
| White - British                        | 2597           | 17.5%                         | 93.8%           | 85.1% |
| White - Irish                          | 13             | 0.1%                          | 93.6%           | 85.9% |
| Any other white background             | 307            | 2.1%                          | 94.8%           | 86.2% |
| White and Black Caribbean              | 45             | 0.3%                          | 93.3%           | 87.6% |
| White and Black African                | 84             | 0.6%                          | 94.7%           | 92.7% |
| White and Asian                        | 228            | 1.5%                          | 94.7%           | 87.1% |
| Any other mixed background             | 646            | 4.4%                          | 94.7%           | 91.1% |
| Indian                                 | 1639           | 11.1%                         | 96.1%           | 96.2% |
| Pakistani                              | 5715           | 38.5%                         | 95.2%           | 92.3% |
| Bangladeshi                            | 758            | 5.1%                          | 95.5%           | 93.6% |
| Any other Asian background             | 434            | 2.9%                          | 96.1%           | 94.2% |
| Black Caribbean                        | 30             | 0.2%                          | 95.0%           | 94.4% |
| Black - African                        | 1020           | 6.9%                          | 97.0%           | 94.6% |
| Any Other Black Background             | 36             | 0.2%                          | 96.2%           | 95.3% |
| Chinese                                | 6              | 0.0%                          | 97.4%           | 93.9% |
| Any other ethnic group                 | 736            | 5.0%                          | 95.8%           | 93.3% |
| Gypsy/Roma                             | 103            | 0.7%                          | 92.0%           | 72.7% |
| Traveller of Irish Heritage            | SUPP           | 0.0%                          | 89.8%           | 80.1% |
| Information not yet obtained           | 182            | 1.2%                          | 94.2%           | 89.4% |
| Refused                                | 53             | 0.4%                          | N/A             | 92.3% |

- Number on roll includes all children in secondary phase, Years 7 to Year 11 using Star Academies MIS (Period included September 2022 - August 2023).
- National pupil absence data published within the 2022/23 combined Autumn and Spring Absence SFR, DfE at: <https://www.gov.uk/government/collections/statistics-pupil-absence>





Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2022-23

Staff profile

|                             | 2021/2022 |                            | 2022/2023 |                            | Year on Year change |                            |
|-----------------------------|-----------|----------------------------|-----------|----------------------------|---------------------|----------------------------|
|                             | Headcount | Full Time Equivalent (FTE) | Headcount | Full Time Equivalent (FTE) | Headcount           | Full Time Equivalent (FTE) |
| Trust Total                 | 3579      | 1822                       | 3354      | 2301.3                     | 425                 | 94                         |
|                             | Number    | %                          | Number    | %                          | Number              | %                          |
| <b>Age</b>                  |           |                            |           |                            |                     |                            |
| 16-24                       | 262       | 7%                         | 254       | 8%                         | 8                   | 1%                         |
| 25-34                       | 1075      | 30%                        | 944       | 28%                        | 131                 | -2%                        |
| 35-44                       | 1004      | 28%                        | 960       | 29%                        | 44                  | 1%                         |
| 45-54*                      | 743       | 21%                        | 725       | 22%                        | 18                  | 1%                         |
| 55-64                       | 369       | 10%                        | 353       | 11%                        | 16                  | 1%                         |
| 65+                         | 126       | 4%                         | 118       | 4%                         | 8                   | 0%                         |
| <b>Disability</b>           |           |                            |           |                            |                     |                            |
| Yes                         | 11        | 0.3%                       | SUPP      | 0%                         | SUPP                | SUPP                       |
| No                          | 179       | 5%                         | 3341      | 100%                       | 3162                | 95%                        |
| Not known                   | 3389      | 94.7%                      | 8         | 0%                         | 3381                | -94.7%                     |
| <b>Ethnicity and Race</b>   |           |                            |           |                            |                     |                            |
| White                       | 145       | 4%                         | 132       | 4%                         | 13                  | 0%                         |
| BME                         | 117       | 3%                         | 137       | 4%                         | 20                  | 1%                         |
| Not known                   | 3317      | 93%                        | 3085      | 92%                        | 232                 | -1%                        |
| <b>Religion and Beliefs</b> |           |                            |           |                            |                     |                            |
| Buddhism                    | SUPP      | SUPP                       | SUPP      | 0%                         | SUPP                | SUPP                       |
| Hinduism                    | N/A       | N/A                        | SUPP      | 0%                         | SUPP                | SUPP                       |
| Judaism                     | N/A       | N/A                        | SUPP      | 0%                         | SUPP                | SUPP                       |
| Sikhism                     | N/A       | N/A                        | SUPP      | 0%                         | SUPP                | SUPP                       |
| Christianity                | 89        | 2%                         | 84        | 3%                         | 5                   | 1%                         |
| Islam                       | 115       | 3%                         | 127       | 4%                         | 12                  | 1%                         |
| Other religion              | 12        | 0.3%                       | SUPP      | 0%                         | SUPP                | SUPP                       |
| No religion or belief       | 44        | 1%                         | 50        | 1%                         | 6                   | 0%                         |
| Prefer not to say           | SUPP      | SUPP                       | SUPP      | 0%                         | SUPP                | SUPP                       |
| Not known                   | 3315      | 93%                        | 3082      | 92%                        | 233                 | -1%                        |
| <b>Gender</b>               |           |                            |           |                            |                     |                            |
| Male                        | 863       | 24%                        | 771       | 23%                        | 92                  | -1%                        |
| Female                      | 2716      | 76%                        | 2583      | 77%                        | 133                 | 1%                         |

Note: SUPP: the numbers are under 5, therefore we are unable to disclose this data.

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 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 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 'not known and 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 2023 snapshot date.

Women’s Hourly Rate is 19.6% lower (Mean) and 22.7% lower (Median) than Men’s.

| Percentage of Male and Females in each pay Quartile |      |        |
|---|------|--------|
|   | Male | Female |
| Upper Quartile                                      | 32.7 | 67.3   |
| Upper Middle Quartile                               | 25.9 | 74.1   |
| Lower Middle Quartile                               | 22.1 | 77.9   |
| Lower Quartile                                      | 11.3 | 88.7   |

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.