

Public Sector Equality Duty Statement

Hampton Academies Trust



Date Ratified:

27/05/2021

HAT Public Sector Equality Duty Statement

1 Introduction

1.1 This document describes how the Governing Body of Hampton Academies Trust intends to fulfill its responsibilities under the Public Sector Equality Duty with regard to its workforce. The Equality Objectives will be part of the 'School Improvement Plan' for each school within the Trust and information will be published on the Hampton Academies Trust website.

1.2 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.

1.3 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.

1.4 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.

2. Publication of Equality Information

2.1 We will publish relevant, proportionate information which is broad enough to give a full picture of performance across our Trust. 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:

2.1.1 information to identify equality issues. Examples of this include equality monitoring information about employees, information about the effect of our activities on people with different protected characteristics or any engagement we may have carried out.

2.1.2 information about steps taken to have due regard to the aims of the general equality duty. For example, any records we have about how we had due regard in making certain decisions, information that was considered in that decision-making (including engagement), consideration of steps to mitigate adverse impacts, or details of policies to address equality concerns.

2.2 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 (2020-2021 Academic Year) and Objectives

Data is based on snapshot date of 12.02.2021 for all schools in the Trust; Hampton College Primary Phase, Hampton College Secondary Phase, Hampton Gardens, Hampton Lakes & Dogsthorpe Infant School.

1. Gender

Teaching Staff

Female		Male	
Count	%	Count	%
128	73.99	45	26.01

Support Staff

Female		Male	
Count	%	Count	%
203	89.82	23	10.18

2. Age

age	female	female %	male	male %
<20	4	1	1	0.25
20-29	49	12.28	17	4.26
30-39	87	21.80	17	4.26
40-49	121	30.32	18	4.5
50-59	61	15.2	13	3.25
60+	9	2.25	2	0.50
Total	331	82.85	68	17.5

3. Ethnicity

Teaching Staff	Female		Male	
	Count	%	Count	%
White:				
White British	118	92.04	44	95.65
White Irish	0	0	0	0
White other	2	1.77	0	0
Asian or Asian British:				
Indian	3	2.65	0	0
Pakistani	1	0.88	0	0
Other Asian	0	0	0	0
Mixed:				
Other mixed	2	0.88	0	0
Asian + any other background	1	0.88	0	0
Black or Black British:				
African	1	0.88	1	0
Caribbean	0	0	1	0
Other Ethnic Group:				

Support Staff	Female		Male	
	Count	%	Count	%
White:				
White British	178	85.88	26	92.59
White Irish	1	0.56	0	0
White other	9	4.52	0	0
Asian or Asian British:				
Indian	4	2.26	0	0
Pakistani	3	1.69	0	0
Other Asian	1	0.56	0	0
Mixed:				
Other mixed	1	0.56	0	0
Asian + any other background	1	0.56	0	0
Black or Black British:				
African	0	0	1	3.7
Caribbean	2	1.13	0	0
Other Ethnic Group:				

Chinese	0	0	0	0
Serbian	0	0	0	0
Any other	0	0	0	0

Chinese	2	1.13	0	0
Serbian	1	0.56	0	0
Any other	1	0.56	1	3.7

4. Salary

Teaching Staff

Salary	< £19k		£20k -£29k		£30k -£39k		£40k - £49k		£50k - £59k		>£60k	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Count	0	6	4	34	11	25	18	43	7	11	5	9
%	0.0	3.47	2.3	19.65	6.36	14.45	10.40	24.86	4.05	6.36	2.89	5.20

Support Staff

Salary	< £19k		£20k -£29k		£30k -£39k		£40k - £49k		£50k - £59k		>£60k	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Count	14	169	7	28	2	5	0	0	0	0	0	1
%	6.19	74.78	3.10	12.39	0.88	2.21	0	0	0	0	0	0.44

5. Full Time / Part Time

Teaching Staff - Female

	Count	%
Part Time	25	19.53
Full Time	103	80.47

Teaching Staff - Male

	Count	%
Part Time	0	0
Full Time	45	100

Support Staff - Female

	Count	%
Part Time	188	92.61
Full Time	15	7.39

Support Staff - Male

	Count	%
Part Time	9	39.13
Full Time	14	60.87

6. Recruitment (2020/21 Academic Year from 01.09.20-16.02.21)

Figures exclude appointments on a casual contractual basis (i.e. exam invigilators). Figures include all recruitment undertaken from September 2020, including recruitment with an anticipated start date of September 2021 for Hampton College Primary Phase, Hampton College Secondary Phase, Hampton Gardens and Hampton Lakes.

Teaching Staff

	Male		Female	
	Count	%	Count	%
White British	2	33.33	2	100
Any other Asian background (AOTH)	1	16.66		
Indian	1	16.66		

Support Staff

	Male		Female	
	Count	%	Count	%
White British	1	50	5	83.33
White - any other white background	1	50		
Any other ethnic			1	16.66

Pakistani				
Not recorded	2	33.33		

group (OOTH)				
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7. Disability or Impairment

	Count		% of staff	
	Male	Female	Male	Female
Physical Disabilities	0	4	0	1
Visual Disabilities	0	0	0	0
Hearing Disabilities	0	4	0	1
Mental Health Disabilities	0	2	0	0.5
Intellectual Disabilities	0	0	0	0
Learning Disabilities	0	0	0	0
Disability type not recorded	0	2	0	0.5

8. Grievances, Disciplinary Action and Complaints of Harassment, Bullying and Discrimination within the last 3 years

Grievances	One
Disciplinary Action	Three
Complaints of Harassment, Bullying and Discrimination	None

9. Religion is not currently recorded.

Summary of Key Findings:

- We have identified that a high percentage of Support Staff across the Trust are female (88.8%). Roles undertaken include Teaching Assistants, Administrative and Cleaning. The gender split for Teaching Staff is more balanced, however there is still a higher percentage of females to males. As a Trust 81% of our workforce is female which is higher than the national average of 75.8% (The National Statistics School Workforce in England June 2020). Females are also well represented across the Trust in leadership positions with 70.8% of the Senior Leadership Team being female.
- The age demographic of Trust staff is fairly well spread with staff falling into all age categories. The highest percentage of our workforce fall into the 40-49 years age bracket (33.5%), followed by the 30-39 age group (27.3%) and then the 20-29 age group (18%). 24.4% of Teaching Staff are aged 50+. 3 teachers are aged 60+ which is 2.03% of Teaching Staff, slightly below the national average of 2.6%.
- 89.03% of Trust staff have declared themselves as White British. 93.06% of Teaching Staff declared themselves as White British, compared to the national average of 85.7% (The National Statistics School Workforce in England June 2020). Work is needed to ensure that ethnicity data is captured for all employees.
- The highest number of Teaching Staff fall into the £40-49k salary bracket (36.71%) followed jointly by the £20-29k and £30-£39k brackets (20.89% each). by the £20-29K age bracket (24.6%). The majority of Support Staff earn under £29k (95.94%), reflected in the high number of part time Support Staff in the Trust.

- 16.81% of female Teaching Staff are part time, whereas 0% of male Teaching Staff are part time. As a Trust we encourage work life balance and operate a fair and flexible working policy which is open to all. 86.8% of support staff are part time, a significant proportion as a result of holding a contract which is for less than 52 weeks of the year due to the nature of roles required within schools.
- During the 2020-21 Academic year to date (September to February), 8 Teachers and 8 Support Staff have been recruited; some in anticipation of a September 2021 start date. 75% of the Support Staff have declared their ethnicity as White British. 50% of the Teachers have declared their ethnicity as White British, but two of the remaining four are yet to report their ethnicity. The numbers recruited are too small to draw conclusions from.
- Only 1.5% of HAT employees have declared that they have a disability or impairment. All are female.
- Any grievances, disciplinary hearings etc. are handled in accordance with HAT policies and procedures.

Objectives for the 2020-21 Academic Year:

1. Provide appropriate equality and diversity training to senior leaders, governors, trustees and members who are involved in recruitment and selection
2. Regularly review Trust policies and procedures to ensure they are up to date and in line with equality legislation
3. Run transparent and consistent recruitment and selection processes in line with the Trust's Recruitment and Selection Policy to ensure the appointment of new staff are based on merit and in accordance with the provisions of Employment Law, Keeping Children Safe in Education and the Trust's Equality and Diversity policy.

The progress towards the objectives will be reviewed by the HR team and reported annually to the Trustees Personnel Committee. The statement will also be reviewed annually.