

Public Sector Equality Duty Statement

Hampton Academies Trust



Date Ratified: 11 October 2019

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 (2018-19 Academic Year) and Objectives

Data is based on snapshot date of 01/07/2019

1. Gender

Teaching Staff

Female		Male	
Count	%	Count	%
70	64	40	36

Support Staff

Female		Male	
Count	%	Count	%
126	86	20	14

2. Age

Teaching Staff

Age	Female		Male	
	Count	%	Count	%
20-29	16	22.9	10	25
30-39	27	38.6	20	50
40-49	19	27.1	7	17.5
50-59	8	11.4	3	7.5
60 +	0	0.0	0	0
Total	70	100	40	100

Support Staff

Age	Female		Male	
	Count	%	Count	%
20-29	16	12.7	4	20
30-39	25	19.8	4	20
40-49	60	47.6	1	5
50-59	21	16.7	4	20
60 +	4	3.2	7	35
Total	126	100	20	100

3. Ethnicity

Teaching Staff

	Female		Male	
	Count	%	Count	%
White:				
White British	61	87.1	38	95
White Irish	1	1.4	0	0
White Italian	0	0.0	0	0
White other	3	4.3	0	0
Asian or Asian British:				
Indian	3	4.3	1	2.5
Pakistani	1	1.4	0	0
Other Asian	0	0	0	0
Mixed:				
Other mixed	0	0	0	0
Black or Black British:				
African	1	1.4	1	2.5
Other Ethnic Group:				
Chinese	0	0	0	0

Support Staff

	Female		Male	
	Count	%	Count	%
White:				
White British	108	85.7	19	95
White Irish	1	0.8	0	0
White Italian	1	0.8	1	5
White other	6	4.8	0	0
Asian or Asian British:				
Indian	4	3.2	0	0
Pakistani	1	0.8	0	0
Other Asian	2	1.6	0	0
Mixed:				
Other mixed	1	0.8	0	0
Black or Black British:				
African	0	0	0	0
Other Ethnic Group:				
Chinese	2	1.6	0	0

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	0	10	17	25	44	0	0	1	6	4	3
%	0.0	0.0	9.1	15.5	22.7	40.0	0.0	0.0	0.9	5.5	3.6	2.7

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	8	65	10	55	2	5	0	0	0	0	0	1
%	5.5	44.5	6.8	37.7	1.4	3.4	0.0	0.0	0.0	0.0	0.0	0.7

5. Full Time / Part Time

Teaching Staff - Female

	Count	%
Part Time	9	13
Full Time	61	87

Teaching Staff - Male

	Count	%
Part Time	0	0
Full Time	40	100

Support Staff - Female

	Count	%
Part Time	121	96
Full Time	5	4

Support Staff - Male

	Count	%
Part Time	17	85
Full Time	3	15

6. Recruitment (2018/19 Academic Year)

Teaching Staff

	Male		Female	
	Count	%	Count	%
White British	9	82	15	83.5
Black African	1	9	1	5.5
Indian	1	9	1	5.5
Pakistani	0	0	1	5.5

Support Staff

	Male		Female	
	Count	%	Count	%
White British	4	100	42	87.5
Italian	0	0	1	2.1
White Other	0	0	1	2.1
Indian	0	0	4	8.3

7. Disability or Impairment

	Count		% of staff	
	Male	Female	Male	Female
Physical Disabilities	0	5	0	2.5
Visual Disabilities	0	0	0	0
Hearing Disabilities	0	1	0	0.5
Mental Health Disabilities	0	1	0	0.5

Intellectual Disabilities	0	0	0	0
Learning Disabilities	0	0	0	0

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

Grievances	None
Disciplinary Action	One
Complaints of Harassment, Bulling and Discrimination	None

9. Religion

Religion is not currently recorded.

Summary of Key Findings:

- We have identified that a high percentage of Support Staff across the Trust are female (86%). 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 75% of our workforce is female which mirrors the national average. The National Statistics School Workforce in England (November 2018) reveals 74% of FTE teachers were women. Females are well represented across the Trust in leadership positions with 60% 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 work workforce fall into the 30-39 years age bracket (32.1%), followed by the 40-49 age group (24.3%) and then the 20-29 age group (20.15%). 90% of Teaching Staff are aged between 20 and 49 years, 10% of Teaching Staff are aged 50+. The National Statistics School Workforce in England (November 2018) states ‘the age profile of teachers has changed, in 2011 12% of all teachers were aged 55 and over and in 2018 only 8% of teachers were 55 and over.’ All staff which fall into the 60+ age category are Support Staff and are predominantly male Exam Invigilators.
- 88.28% of Trust staff have declared themselves as White British. 90% of Teaching Staff declared themselves as White British. The School Teacher Workforce (published 24 September 2018) revealed 86.2% of all teachers whose ethnicity was known were White British - with 13.6% coming from all other ethnic groups. It has been noted that not all staff have declared their ethnicity and more work needs to be done in capturing this information.
- The highest number of Teaching Staff fall into the £30-£39k salary bracket (62.7%) followed by the £20-29K age bracket (24.6%). The majority of Support Staff earn under £29k (94.5%) The Hampton Academies Trust 2018 GENDER PAY GAP REPORT revealed the mean difference in hourly rate (% male to female) was 27.99% and the Median was 26.78%. All members of staff are paid in accordance with nationally agreed pay and conditions. We have identified that a high number of female members of staff primarily undertake part time support roles across the Trust, therefore we feel these figures reflect the composition of our workforce rather than pay inequalities.
- 13% 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. 90.5% of support staff are ‘part time’ (contract is less than 52 weeks per year) due to the nature of roles required within schools.

- During the 2018/19 Academic year 29 Teachers were recruited 46 members of Support Staff across the Trust. Of those 82.75% of Teaching Staff and 93.75% of Support Staff recruited declared themselves as White British.
- Only 2.73% of Trust Staff have declared that they have a disability or impairment, this is made up of 3.5% of female staff.
- There have been no grievances or complaints of harassment, bullying or discrimination within the last 3 years. There has only been one case of disciplinary action within the last 3 years.

Objectives for the 2019/20 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.