



PETERBOROUGH KEYS
ACADEMIES TRUST

PUBLIC SECTOR EQUALITY DUTY STATEMENT

Version 1.0

June 2023

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1. Introduction

- 1.1 This document describes how Peterborough Keys Academies Trust (the "Trust") intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce.
- 1.2 Public bodies such as Trusts and schools have a duty, under the 2010 Equality Act, to ensure they promote equality within their organisation and this statement sets out how we endeavour to achieve this within the Trust.
- 1.3 The Trust strongly believes that everyone should have the opportunity to flourish in an inclusive environment and is committed to developing a culture of equity for all.
- 1.4 The Equality Objectives will be part of our Trust's Strategy objectives and our School Improvement Plans (SIP) and information will be published on the Equalities page of each school website.
- 1.5 We aim to provide the highest possible education for all of our students. The ethos of our academies clearly reflects our commitment to fully including and respecting all members of our academy communities.
- 1.6 This statement applies to all employees, learners, Trustees and Academy Committee members of the Trust.

2. Due Regard

- 2.1 Due regard means giving relevant and proportionate consideration to the duty or decision.
- 2.2 We will have due regard to the need to:
 - (a) Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act.
 - (b) Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - (c) Foster good relations between people who share a protected characteristic and those who do not share it.
- 2.3 The Trust will annually review how well we achieve these aims with regard to the protected groups under the Equality Act (2010) (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

3. Collecting and Using Information

- 3.1 We will collect information to identify key issues in order to:
- (a) Understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively.
 - (b) Assess whether we are discriminating unlawfully when carrying out any of our functions.
 - (c) Identify what the key equality issues are for our organisation.
- 3.2 We will collect information to assess performance in order to:
- (a) Benchmark our performance and processes against those of similar organisations, nationally or locally.
- 3.3 We will collect information to take action against discrimination by:
- (a) Considering taking steps to meet the needs of staff who share relevant protected characteristics.
 - (b) Identifying if there are any actions, we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
 - (c) Making informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
 - (d) Developing equality objectives to meet specific duties.
 - (e) Having due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.
- 3.4 We will work towards developing an equality profile of employees to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. employees 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:
- (a) Recruitment and promotion
 - (b) Numbers of part-time and full-time staff
 - (c) Pay and remuneration
 - (d) Training
 - (e) Return to work of women on maternity leave
 - (f) Return to work of disabled employees following sick leave relating to their disability

- (g) Appraisals
- (h) Grievances (including about harassment)
- (i) Disciplinary action (including for harassment)
- (j) Dismissals and other reasons for leaving

4. Publication of Equality Information

- 4.1 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:
- (a) 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.
 - (b) 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.
- 4.2 We note that the Equalities and Human Rights Commission would normally expect to see the following information:
- (a) The race, disability, gender and age distribution of our workforce at different grades, and whether they are full or part-time.
 - (b) An indication of the likely representation on sexual orientation and religion and belief provided that no-one can be identified as a result.
 - (c) An indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations.
 - (d) Gender pay gap information.
 - (e) Information about occupational segregation.
 - (f) Grievance and dismissal information for people with relevant protected characteristics.
 - (g) Complaints about discrimination and other prohibited conduct from staff.
 - (h) Details and feedback of engagement with staff and trade unions.

- (i) Quantitative and qualitative research with employees, e.g. staff surveys.
- (j) 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 the impact on equality and any evidence used.
- (k) Details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

5. Our Objectives

5.1 The Trust's equality, diversity and inclusion objectives will follow the following principles:

- (a) All members of the Trust community (staff, learners, Trustees and governors) are of equal value and will be treated fairly and equitably
- (b) All individuals are entitled to work and learn in an environment which is inclusive and respectful where differences are recognised and respected
- (c) The Trust has high expectations for the whole Trust community
- (d) Positive attitudes and relationships are fostered, resulting in a shared sense of cohesion and belonging
- (e) Objectives pertaining to this policy are specific and measurable over reasonable timescales

5.2 The Trust has developed the following overarching objectives, which will form the basis of the Trusts specific action plans.

Objective 1: There will be equality of opportunity for all learners within our schools and for all our staff across the trust, regardless of protected characteristics.

Our Trust

- (a) Policies and practice are fair and equitable and will show due regard for the principles of equality of opportunity in the attraction, selection, promotion, deployment and training of staff
- (b) All staff are aware of current legislation relating to equality and diversity and understand the Trust's and individual responsibility in this area
- (c) Deepen an understanding among all learners and staff of the strengths and needs of all protected characteristic groups.

- (d) Celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

Our schools

- (a) Every pupil has the opportunity for full involvement in school activities
- (b) Analyse the progress and attainment of all learners, exploring reasons behind variations to ensure no learner is being inadvertently disadvantaged
- (c) All learners have equal opportunity to study any area of the school's curriculum to the level that best suits their ability and should be encouraged to take a full and active part in lessons

Objective 2: The Trust will continue to seek ways in which the culture, policies and practices within the Trust can be further improved to advance equity and eliminate discrimination.

Our Trust

- (a) Equality has a strategic prominence and is integral to policy development
- (b) No form of harassment or discrimination will be tolerated
- (c) There will be trust-wide focus on staff health and wellbeing, including mental health awareness
- (d) Model the British values of respect and tolerance to all people, irrespective of characteristics
- (e) Promote a culture in which staff and learners feel comfortable sharing concerns and worries.
- (f) Review policies alongside the latest advice from our HR advisers and leading experts, taking due regard to any relevant equal opportunity implications.
 - (i) Where relevant, the details of equal opportunity considerations will be specifically identified within these policies.

Our schools

- (a) Equality is integral to academy planning and development
- (b) Promote a culture where stakeholders can approach the school with concerns or difficulties
- (c) Celebrate a wide variety of world festivals, holidays and dates
- (d) Staff understand their responsibilities in ensuring that our Trust operates in a fair and supportive way for all and following our Trust policies.

6. Version History

6.1 Table of Versions

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Trust Policy drafted based on EPM Model Policy Document and in line with Trust objectives	Niamh Walsh	24/02/2023