



Star

NURTURING TODAY'S **YOUNG PEOPLE**,  
INSPIRING TOMORROW'S **LEADERS**

# EQUALITY, DIVERSITY & INCLUSION POLICY





## Document control

<b>This document has been approved for operation within:</b>	All trust Establishments		
<b>Status</b>	Statutory		
<b>Owner</b>	Star Academies		
<b>Date effective from</b>	September 2023	<b>Date of next review</b>	September 2027
<b>Review period</b>	4 Years	<b>Version</b>	7



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## Introduction

1. Star Academies is committed to equality, valuing diversity and promoting an inclusive environment as an employer and in delivering education.
2. Equality involves the provision of a fair environment in which everyone can participate and is given the opportunity to achieve without discrimination. Diversity recognises, respects, and values differences in people. Our commitment between individuals and groups is for a positive and inclusive culture for the benefit of our establishments and their communities.
3. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, the trust and its establishments will actively promote policies and procedures aimed at realising the full potential of every individual. The trust will endeavour to maximise resources to ensure that opportunities are open to all.
4. This policy does not mean that everyone will be treated equally, but it does mean that everyone should expect to be treated fairly. Different people may be treated in different ways depending on their requirements, needs and abilities.
5. This policy applies to all aspects of the trust and its establishments' operations and is integral to all trust policies. This includes:
  - staff recruitment, staff promotion, staff training and staff pay
  - the curriculum, teaching and learning and classroom practice
  - pupil admissions and attendance
  - pupil attainment and progress
  - pupil behaviour, discipline and exclusions
  - pupil personal development and pastoral care
  - membership of the Board of Trustees and Local Accountability Bodies
  - partnerships with parents and communities

## Statutory framework

6. The Equality Act 2010 replaced all existing equality legislation and provides a single, consolidated source of discrimination law.
7. The different responsibilities on public bodies in relation to equalities have been brought together in to a single 'Equality Duty'.
8. The Equality Duty is a duty on public bodies to consider the needs of all individuals in their day-to-day work.
9. The duty covers the following 'protected characteristics':
  - age (not applicable with regard to learners)
  - disability
  - gender reassignment
  - marriage or civil partnership
  - pregnancy and maternity
  - race
  - religion or belief
  - sex
  - sexual orientation
10. The Equality Duty has two main parts: the *General Equality Duty* and *Specific Equality Duty*.
11. The *General Equality Duty* has three aims. It requires public bodies to have 'due regard' to the need to:



- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
  - advance equality of opportunity between people who share a protected characteristic and people who do not share it
  - foster good relations between people who share a protected characteristic and people who do not share it
12. Having 'due regard' means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.
13. The *Specific Equality Duty* assists public bodies in responding to the *General Equality Duty*.
14. There are two specific duties that public bodies are required to carry out:
- set and publish one or more 'Equality Objectives'
  - publish annual information to demonstrate compliance with the Equality Duty responsibilities.

## Delivering on the duty

15. The trust will:
- i. publish 'Equality Objectives'
  - ii. publish an 'Annual Equalities Statement' (Appendix 1) on its website
  - iii. ensure that whenever significant decisions are being made or policies developed, give thought to equality implications with the completion of an 'Equality Impact Assessment' (Appendix 2)
  - iv. report equality information to external bodies, where required
16. All trust establishments must:
- i. report annually to the trust (Annual Equalities Statement: Part One – Appendix 1) on the actions taken to ensure achievement of the Equality Objectives.
  - ii. publish the trust consolidated 'Annual Equalities Statement' on its website
  - iii. ensure that whenever significant decisions are being made, give thought to equality implications with the completion of an Equality Impact Assessment (Appendix 2)
  - iv. produce and publish an 'Accessibility Plan', incorporated within their Annual Operating Statement, and ensure appropriate resources are made available to fulfil the requirements of the 'Accessibility Plan'
  - v. ensure that their establishment complies with appropriate legislation by ensuring trust policies and any related procedures are implemented
  - vi. ensure its commitment to equality, diversity and inclusion is reflected within:
    - the attitudes and behaviour of staff
    - the arranging of appropriate training
    - their willingness to acknowledge and tackle examples of unacceptable behaviour
17. All staff must:
- i. deal with incidents, knowing how to identify failure to provide equality of opportunities, fair treatment and unfair discrimination
  - ii. lead by example with their attitude and behaviour
  - iii. be willing to acknowledge and encourage good practice by people they manage
  - iv. undertake appropriate training to enhance their awareness and ability to promote equality of opportunity for all stakeholders and to tackle discrimination
18. Parents, visitors and contractors should, where appropriate, be made aware of this policy.



19. All members of the trust's establishments and its community must recognise that each individual has to uphold the law and the principles of fairness and equality.

## Equality objectives

20. This policy is supported by Equality Objectives, fulfilling our 'Specific Equality Duty'. These Objectives are reviewed every 4 years in line with this policy.
21. Our objectives are based upon the evidence we have collected and appropriate priorities.
22. The objectives have been linked to appropriate Strategic Priorities of the trust and will be incorporated into the planning documents of the trust and its establishments to ensure delivery.

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

Indicative Action:

- Identify opportunities to promote diversity through all aspects of the curriculum, e.g. study of historical figures
- Promote engagement of visiting speakers to school to broaden children's perceptions of diversity
- Ensure the school calendar and displays reflect opportunities to reflect and remember the importance of diversity
- Deliver a programme of assemblies, outside visitors, leadership opportunities and educational visits to promote the ethos of equality to pupils and help pupils develop good relationships with people of different characteristics
- Careful tracking of attainment and progress for all pupils
- Ensure reasonable adjustments are in place for children requiring them
- Monitor engagement of uptake at any extra-curricular activities or enrichment provision to ensure opportunities are accessible to all
- Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assembly or PSHE sessions
- Promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values

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

Indicative Action:

- Provide appropriate communication, awareness and training on trust policies and procedures that incorporate equality requirements
- Analyse any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this
- Develop staff equalities data
- Take positive action to reduce these Gender Pay Gaps where possible
- Promote opportunities for staff voice and dialogue with the Trust on equality, diversity and inclusion



## ANNUAL EQUALITIES STATEMENT <YEAR>

### PART ONE: MEETING OUR PUBLIC SECTOR EQUALITY DUTY

During the year we 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

Detail, relevant:

<curriculum provision, e.g. study of historical figures>

<visiting speakers>

<school events>

<assemblies, outside visitors, leadership opportunities and educational visits>

<actions to progress attainment for all pupils>

<reasonable adjustments>

<actions to ensure extra-curricular activities or enrichment provision are accessible to all>

<PSHE sessions>

<parent/carers communication for a shared appreciation of diversity and/or British Values>

And any other relevant actions

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

Detail, relevant:

<staff communication and training>

<action to mitigate any negative behaviour incidents>

<HR reporting on equalities data developments>

<Gender pay gap reporting, and positive action to reduce these gaps>

<staff voice and dialogue>

And any other relevant actions



**PART TWO: STUDENT PROFILE**

PRIMARY	Number on Roll	% of establishment population	Attendance:		Progress:		Attainment:	
			National	Star	National	Star	National	Star
<b>Special Educational Needs (SEN)</b>								
Number identified with SEN								
<b>Gender</b>								
Male								
Female								
<b>Ethnicity and Race</b>								
White - British								
White - Irish								
Pakistani								
Indian								
Bangladeshi								
Black - African								
Black Caribbean								
Chinese								
Gypsy/Roma								
Traveller of Irish Heritage								
Any Other Ethnic Group								
White and Asian								
White and Black African								
White and Black Caribbean								
Any Other White Background								
Any Other Asian Background								
Any Other Black Background								
Any Other Mixed Background								
Information Not Yet Obtained								
Unknown								
Refused								

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





SECONDARY	Number on Roll	% of establishment population	Attendance:		Progress:		Attainment:	
			National	Star	National	Star	National	Star
<b>Special Educational Needs (SEN)</b>								
Number identified with SEN								
<b>Gender</b>								
Male								
Female								
<b>Ethnicity and Race</b>								
White - British								
White - Irish								
Pakistani								
Indian								
Bangladeshi								
Black - African								
Black Caribbean								
Chinese								
Gypsy/Roma								
Traveller of Irish Heritage								
Any Other Ethnic Group								
White and Asian								
White and Black African								
White and Black Caribbean								
Any Other White Background								
Any Other Asian Background								
Any Other Black Background								
Any Other Mixed Background								
Information Not Yet Obtained								
Unknown								
Refused								

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



**PART THREE: STAFF PROFILE**

	<Current Year>		<Previous Year>		Year on Year change	
	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)
<b>Trust Total</b>						
	Number	%	Number	%	Number	%
<b>Age</b>						
16-24						
25-34						
35-44						
45-54						
55-64						
65+						
<b>Disability</b>						
Yes						
No						
<b>Ethnicity and Race</b>						
White						
BME						
Not Known						
<b>Gender</b>						
Male						
Female						

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



## **PART FOUR: 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 <Year> snapshot date.

The trust will publish the following information:

- mean gender pay gap
- median gender pay gap
- mean bonus gender pay gap
- median bonus gender pay gap
- proportion of males and females receiving a bonus payment
- proportion of males and females in each pay quartile

A supporting narrative will also be published.



## EQUALITY IMPACT ASSESSMENT

To be attached to documents seeking approval for the policy or decision and retained on file with the approval documentation

<b>Policy or Decision:</b>	Click here to enter text.
<b>Carried out by (name and position):</b>	Click here to enter text.
<b>Date:</b>	Click or tap to enter a date.

Considerations with regards to groups that may be affected:

Groups with protected characteristics	Following consideration it is assessed that this Policy could have a:			Positive Impact: Comments	Negative Impact: Please provide details as to why reasonable adjustments are not being made
	Positive Impact	Neutral Impact	Negative Impact		
Age (Adults only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Gender reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Marriage and civil partnership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Religion / belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Click here to enter text.	Click here to enter text.