



Great schools at the heart
of our community

Aspire Learning Trust's Equality Duty Statement

July 2024

1. Introduction

- 1.1. This document describes how Aspire Learning Trust intends to fulfil its responsibilities under the Public Sector Equality Duty about 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 Equality Objectives will be part of the School Improvement Plan and information will be published on the Equalities page of each school website.

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:
 - 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.
 - Foster good relations between people who share a protected characteristic and those who do not share it.

3. Collecting and Using Information

- 3.1. We will collect information to identify key issues to:
 - 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.
- 3.2. We will collect information to assess performance to:

- 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:

- Considering taking steps to meet the needs of staff who share relevant protected characteristics.
- Identifying if there are any actions, we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
- Making informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
- Developing equality objectives to meet specific duties.
- 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:

- 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.

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 School. 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:

- 4.1.1. 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.
- 4.1.2. 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.

4.2. We note that the Equalities and Human Rights Commission would normally expect to see the following information:

- 4.2.1. The race, disability, gender, and age distribution of our workforce at different grades, and whether they are full or part-time.
- 4.2.2. An indication of the likely representation on sexual orientation and religion and belief if no-one can be identified as a result.
- 4.2.3. An indication of any issues for transsexual staff, based on engagement with transsexual staff or equality organisations.
- 4.2.4. Gender pay gap information.
- 4.2.5. Information about occupational segregation.
- 4.2.6. Grievance and dismissal information for people with relevant protected characteristics.
- 4.2.7. Complaints about discrimination and other prohibited conduct from staff.
- 4.2.8. Details and feedback of engagement with staff and trade unions.
- 4.2.9. Quantitative and qualitative research with employees, e.g., staff surveys.
- 4.2.10. Records of how we have had due regard to the aims of the duty in decision-making regarding our employment, including any assessments of the impact on equality and any evidence used.
- 4.2.11. Details of policies and programmes that have been put into place to address equality concerns raised by staff and trade unions.

5. Equality Objectives April 2023 – April 2026

Objective	Actions	Lead person
Educational Objectives		
Monitor and analyse pupil progress and attainment through race, gender and disability putting in place restorative programmes where required.	Academy data drops twice yearly take this objective into account when considering subsequent actions to be taken. SEND EAL Pupil Premium children are also considered.	Headteacher in partnership with the data manger within school.
To ensure that the curriculum in all schools is broad, balanced and reflects the importance of equalities and inclusivity.	High quality curriculum put in place. PSHE curriculum is carefully sequenced to ensure the objective is met.	CEO Curriculum Leads.

	<p>Cross-curricular activities to support the objectives are identified and delivered.</p> <p>Extra-curricular activities are open to all.</p>	
<p>Aim to reduce the number of prejudice-based incidents year on year.</p>	<p>School ethos embedded at all levels.</p> <p>PSHE curriculum in place.</p> <p>All incidents are dealt with an approach that aims to reduce reoccurrence.</p>	<p>School Staff</p>
<p>To value and support all staff within the Trust, by providing high quality professional development and career progression opportunities.</p>	<p>Review professional development programmes to ensure that those protected by the equalities act have equal access and entitlement.</p> <p>Make any necessary changes and implement actions.</p>	<p>CEO</p>