



Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2021-22

Eliminating discrimination and other conduct that is prohibited by the Equalities Act 2010

Promoting equality has always been at the heart of the trust's mission. Our focus is on delivering educational excellence to young people - particularly those who are suffering from disadvantage in whatever form – to maximise their potential, regardless of their starting point. A commitment to equality of opportunity for both pupils and staff is at the core of everything we do. Through the positive promotion of equality, and also by challenging any form of bullying and harassment and creating an environment which champions respect for all, we aim to eliminate discrimination and fulfil our obligations under the Equalities Act 2010.

This starts right at the top. In our governance and accountability framework, the duty to ensure the trust and its schools comply with equalities legislation and fulfil both the general and specific duties is reserved to the Board of Trustees. The Board's specific terms of reference include responsibility for safeguarding, SEND and inclusion. The Academic Board has responsibility for more detailed oversight of the trust's approach to vulnerable pupils.

Trustees have approved the trust's Equalities, Diversity and Inclusion Policy and the complementary Equal Opportunities Policy for staff. Local Accountability Boards (LABs) oversee implementation within their respective schools to promote equality and comply with equalities legislation. Governors meet with senior leaders once a term to discuss how their school is meeting the Equality Objectives agreed by the trust.

Standard templates are used for reports to the Board and its committees (including the LABs). These templates include a specific requirement to consider whether an Equalities Impact Assessment (EIA) is required and a requirement to complete the trust's standard template when one is needed.

Equality considerations are built into our admissions policies, which are fair and transparent and do not discriminate on the grounds of any of the protected characteristics. We ensure that children with an Education, Health, and Care Plan (EHCP) have priority.

Pupils are treated as individuals throughout their school career with Star Academies. At the point of induction, parents are free to discuss any specific requirements their child may have regarding any of the relevant protected characteristics and support plans are put in place. Bespoke attainment targets are set for every pupil that recognise their starting point and help stretch them to maximise their potential. Every pupil's performance is reviewed regularly as part of the trust's rigorous approach to monitoring, and school senior leadership teams keep an overview of performance to ensure that every child's progress is maintained. The trust's monitors the attainment and progress of all pupils sharing protected characteristics, which is compared with the progress of those pupils who do not have any protected characteristics.

As with all public sector organisations, the trust was significantly affected by the Covid-19 pandemic. It had an impact on the way in which the Trust and the schools operated and challenged processes and protocols significantly. The trust focus is now on regaining normalcy and moving forward with ensuring the curriculum is caught up.

Similarly, the trust builds equalities considerations into its staffing policies and practices from the outset. All recruitment advertisements refer to our commitment to equal opportunities. Equal opportunities monitoring information that is voluntarily provided at application stage is anonymised and used by the trust to measure diversity within the applicant pool and workforce to ensure that we are meeting our equalities obligations. Training for staff with recruitment and selection responsibilities includes equalities considerations. The trust's HR policies and procedures are designed to ensure equality of treatment for all staff, including ensuring equality of access to continuing development and other training opportunities. We also offer flexible and "family friendly" working opportunities.



Advancing equality of opportunity between people who share a protected characteristic and people who do not have it

The trust and its schools have a range of policies and procedures in place to advance equality of opportunity between people who share a protected characteristic and those who do not. As outlined above, these include our governance and accountability framework, our equalities and related policies, target setting and attainment tracking for pupils and training for staff and governors. Whilst effective policies, procedures and monitoring arrangements are essential, what matters more is what happens within our schools. Specific examples of practice across our trust schools are set out below:

Pupil Support
Access to IT equipment for pupils to use where there is a need to access online learning.
Accessibility and suitability of school estates to ensure pupils with mobility needs or other physical needs (such as visual or hearing impairments) are fully supported, including annually reviewed School Accessibility Plan where appropriate.
Additional time and/or support with writing for pupils sitting exams (in partnership with exam boards).
Admissions Policies fully compliant with the Equalities Act 2010.
All schools employ anti-bullying policies which create zero tolerance of bullying on the grounds of race, ethnicity, gender, sexual orientation etc. Strategies for supporting victims of Bullying include restorative justice approaches.
All schools teach the whole curriculum to all children - there are no lessons taught to one gender and not the other.
Alternative Curriculum pathway with enhanced intervention programmes offered for SEND and EAL pupils.
Careers Advisor provides guidance to SEND and EAL pupils.
Classroom layout organised to ensure accessibility and participation by all.
Classroom support for children with additional needs in place to ensure they access the curriculum fully.
Completion of an Equality Impact Assessment on key decisions, reports, and new policies.
Detailed transition programme in place within Secondary Schools for Year 6 pupils with EHCPs to ensure their needs are fully understood and met prior to starting in the following Academic year.
Disability related assemblies delivered aimed at raising awareness of equal rights.
ECM Group – supporting young people who are vulnerable including those who may have suffered a family bereavement, those who self-harm and those at risk of bullying.
Equality Curriculum awareness to ensure accessibility of all activities including school trips and certain curriculum activities.
External visitors are considered based on their contribution to the enrichment of pupils' experiences through their own, e.g. Eden Boys Manchester hosted author, Bali Rai, to talk about his experiences and offered the pupils a chance to ask questions.
Further development in PE services where pupils with medical and mobility issues can access a range of Sport Activities e.g. Boccia, Motion Sensitive Controls, Specially Adapted Tricycle.
Hardship fund to aid with uniform, stationery, and food packages.
Improved access to sports for pupils with disabilities.
Individual Education Plans or Health Care Plans created for pupils who have a specific need.
International pupils are supported by a buddy system and care is taken to ensure they can develop their acquisition of English whilst being fully integrated into school life.
Interpretation services are provided for parents who are speakers of other languages or for whom English is not a first language.
Literary texts as part of School study reading lists and/or within school libraries are selected from a wide range of authors from varying backgrounds to enable pupils' exposure to the works and viewpoints of individuals from different racial backgrounds, genders, cultures etc.
Lunchtime adjustments for pupils with specific needs (allergies/disabilities).
Mentoring support for pupils who wish to discuss equality issues.
Monitoring of attendance data, to ensure trends do not indicate any group (e.g. SEND, PPG) is attending less than any others and direct support where necessary.



Monitoring of rewards and sanctions given to ensure that there is equality of opportunity for all pupils.
New RHE and RSHE policies and schemes of work introduced.
Non-faith pupils are welcomed and accepted into all faith designated schools, Faith and non, and are consulted with regard their needs and provisions for when Faith-based activities are taking place, such as during worship times.
Parental App which provides a translation service covering 42 languages where necessary. Language bridge also provides support to pupils with EAL, new to English and new to the UK.
Pastoral Support Plans for pupils with specific needs.
Peer mentoring/Peer assistance available for those with Mild Autism requiring some support.
Personal Emergency Evacuation Plans created, practiced, and activated for pupils with disabilities.
Pupil Leadership positions in schools monitored to ensure they are accessible to pupils of all backgrounds, including SEND, EAL and all ethnicities.
Reading Schemes support pupils with reading ages significantly below cognitive age by providing reading mentors from older pupils and staff to support them e.g. Reading Recovery Scheme, Read Aloud, Reading Wise.
Regular analysis and comparison of progress of SEND pupils with non-SEND cohort, with review and needs analysis supported by SENCO.
Review of EHCPs with key staff and external professionals.
Risk assessments undertaken for pupils with a protected characteristic.
Schools have additional resources and equipment in place to support pupils with specific physical, auditory or visual impairment needs e.g. for pupils with Visual Impairment, there are enlarged texts, adapted laptops with cameras, lightboxes. For those with Dyspraxia, there are Wobble cushions, weighted belts. For those with Dyslexia, there are coloured overlays and access to DocPlus - a software that uses predictive text and provides vocabulary grids.
SENCO monitors SEND pupils equal opportunities across schools and hold regular staff CPD sessions to raise awareness.
SEND Code of Practice is adhered to.
Sharply focussed and regularly reviewed Pupil Premium strategy implementation and outcomes.
Some schools have a forum for Young Carers, recognising their additional roles and the challenges they could face. These forums aim to provide activities such as Sport or Art to provide an outlet and broaden the pupils' experiences.
Schools have provisions in place for pupils to take care of their own day-to-day medical needs e.g. dry rooms.
Special access arrangements for SATs/Assessments for pupils with SEND.
Special consideration is always given to families who have a particular need that could be considered to give them a disadvantage from others, financially, or with extra time or resources.
Special leave may be given to pupils to celebrate religious festivals.
Specific and targeted learning, enrichment, and provision for pupils of minority groups within schools, working alongside these pupils to deliver culturally aware learning days looking at a variety of cultural elements e.g. Nigerian Cinema, Somali Art, Ghanaian Tribal Music, cultural dress days and Libyan food and drink.
Faith schools provide Spirituality days and Faith sessions to promote tolerance. These sessions have focussed on various issues, including positive attitudes towards women and issues of consent, in response to the recent '#metoo' and 'Everyone's Invited' media campaigns.
STAR Maps produced for all SEND Pupils with clear adaptive strategies for their needs, shared with all staff to ensure there is a consistent approach for each pupil.
STAR readers programme is across all schools to support pupils with low reading ages.
Strategies in place and regularly reviewed for pupils who have speech and/or language issues.
Pupils provided with opportunities to learn public speaking skills and take part in enrichment activities, such as the National 'DebateMate' competition, wherein they can speak respectfully on potentially contentious issues in contests from pupils across the country.
Sufficient access arrangements for pupils with learning, mental health, and medical needs.
Tailored curriculum topics in Citizenship/PSHE/Religious Studies to promote inclusion and diversity and invite pupils to respectfully participate in discussions around issues where there may be varying viewpoints.
Targeted interventions and support in place for pupils who have not met the expected standard at the end of Year 6 (and



subsequent years).
Teaching staff evaluate their curriculum and ensure that pupils are represented, and stereotypes are avoided. Feedback is sought from and implemented where possible across schools, to ensure consistency.
Termly parent/carers meetings for those children with a disability.
The Annual Operating Statement includes a dedicated section for the Equality and Accessibility Plan, which is reviewed on an annual basis.
Transition meetings held between nursery/primary, primary/secondary and secondary/further education establishments to ensure information is shared relating to pupils with any additional needs.
Uptake of enrichment clubs and activities monitored to promote attendance from all groups of pupils.
WRAP Training with Dedicated school leads to support pupils at risk of radicalisation.

Staff Support
All staff receive School focussed training around 'Identity and Diversity', providing them with the opportunity to engage in dialogue around best practice, team working, the inclusive nature of the education provided at that particular school and how this manifests itself in the curriculum, school surroundings etc. and how inclusivity and diversity is promoted in relationships and communication with parents, external agencies, visitors, and the wider community.
All vacancies advertised promote a commitment to eliminating discrimination and encourage diversity and equality.
Changes to lighting, equipment and working conditions for those members of staff with disabilities.
Changes to working conditions for staff following long-term absence and recommendations from Occupational health/Access to Work.
Monitoring of staff recruitment and accompanying staff exit interviews. These are monitored to ensure that any equal opportunities issues are addressed.
Interview panels have a Safer Recruitment trained member.
Maternity, Paternity and Adoption arrangements in place.
Monitoring of staff disciplinary, grievance, competency, and promotion procedure to ensure an equal process for all.
Opportunities to work flexibly, particularly in admin/central roles - Hybrid working opportunities to support with varying needs of staff.
Pregnant Staff are supported through reasonable adjustments made to support them e.g. later start times, use of the lifts on premises, excused from duties which require standing for long periods of time.
Risk assessment completed for pregnant stakeholders with accompanying adjustment of duties where applicable.
Risk assessments carried out for staff with disabilities of medical conditions.
Safer recruitment training for all who lead recruitment processes.
Staff Wellbeing Policy launched in September 2021. Staff Wellbeing is prioritised through social events, teambuilding events and activities offsite.
Staff who feel they are experiencing work-based stress are supported through the use of Stress Management Plans supported by Occupational Health.
Staff who have returned to work following Maternity leave are supported through their re-induction into work, with reasonable adjustments made where needed e.g. reduced work hours.
There is an open culture surrounding Mental Health and particularly for staff who have voiced struggles with Mental Health, they are well supported by additional mentoring, extended deadlines, and full support to complete work.
Time off for religious observance and study.



Governance, planning and reporting

Annual Operating Statements for both trust and schools include a section on equality.
Completion of an Equality Impact Statement on key decisions which are discussed in Trust and LAB meetings.
Equality objectives and action plans by the Senior Leadership Team.
Governor and Trustee visits to schools.
Monitor attendance data to ensure that trends do not indicate any group is attending less than others.
Monitor rewards and sanctions to ensure that there is equality of opportunity for all pupils.
Regular analysis and comparison of progress of SEND pupils with non-SEND cohort.
Regularly reviewed Pastoral and Safeguarding Risk Registers to allow for early intervention, planning and support.
Sharply focused and regularly reviewed pupil premium strategy (associated link governor meeting).

Training

Annual training for safeguarding and Keeping Children Safe in Education.
Induction training - detailed definitions and training focussed on eliminating discrimination and promoting good practice.
Faith, values, and ethos training at faith designated schools.
PREVENT training for lead governor responsible for safeguarding
Pupil medical needs training for staff which includes Autism, Asthma, Diabetes, Epilepsy, Mental Health, use of AAls and EVAC chairs.
Staff are trained in various key factors, such as First Aid, Anaphylaxis, Health and Safety, Mental Health First Aid and Manual Handling to best support pupils of all needs.
Pupil Premium training to ensure it is being managed effectively.
Regular training for staff to equip them with strategies and skills to facilitate learning for Neurodiverse pupils e.g. giving time-outs, using reduced amount of text, concise verbal instructions etc.
Safer recruitment training provided to staff who undertake recruitment.
Specialist training delivered by Subject Matter Experts from local Special schools/Local Authority to meet needs of Pupils with Visual and Hearing Impairment needs/Physical Disability/Cognitive Learning difficulties.
Specific and specialist training for staff relating to PREVENT, WRAP, Female Genital Mutilation, Anti-Bullying, Equalities, Child Sexual Exploitation, Domestic Violence and Forced Marriage.
Staff are provided with specialist training where required, from the parents or appropriate Medical Personnel, to specifically cater to specialist medical conditions or pupils with a disability. This enables pupils with additional needs to attend residential or extended day trips.
Staff attend various training provisions, including Safeguarding, Prevent in Education, FGM, FCE, Child Sexual Exploitation, Child Sexual Abuse, Right Help/Right Time, and Adaptive teaching practices.
Staff training relating to assessing the suitability of trips for pupils with additional needs to ensure they are accessible for all.
Training on use of ICT systems, particularly for remote learning.
Whole-school training on Staff Inset on Developmental Language Disorder.



Fostering good relations across characteristics – between people who share a protected characteristic and people who do not share it

The trust has always been committed to fostering good relations amongst different groups. We believe that humanity has more in common that unites rather than divides. Schools prioritise activities that promote an inclusive ethos. These activities have included the following:

Activity
Anti-Bullying Ambassadors in class bubbles trained so that they can support peers at breaktime and lunchtime, this is supported by the Inclusion and Wellbeing Team.
Displays around schools reflect British Values, STAR Values, Mental Health, SEND, world religions, tolerance and more.
External speakers programme with guests from all faiths, genders, ages, and ethnicities speaking about a wide range of topics to broaden the knowledge and understanding of pupils.
Festive Winter Gift Programme undertaken across all trust schools and head office.
Initiatives aimed at gender equality, focused particularly on female leadership in STEM careers.
Interfaith events – pupils visiting places of worship such as Churches, Synagogues and Gurdwaras.
Monies raised for local, national, and international charities including: <ul style="list-style-type: none"> • Amnesty International • British Heart Foundation • Care Homes, foodbanks, and Hospices across the five geographic areas Star Academies works within • Children In Need • Macmillan Cancer Support • Meals for NHS • NHS Charities Together • Ramadhan charity appeals to support multiple causes • Shine Charity appeals to support multiple causes
Random acts of kindness are embedded within school ethos.
Recognition of commemorative events such as the Holocaust, World Wars and Armistice, the Queen's Coronation, World Mental Days, International Day of Charity, International Day of Peace, Anti-Slavery Day, World Science Day, Road Safety Week and many more.
School assemblies, the PSHE curriculum and SMSC schemes, STAR Values and the trusts' Behaviour Policies all promote tolerance and acceptance of those with protected characteristics.
Sports events with other schools/links with professional clubs.
Staff, Pupil and Parent/Carer Shura meetings that enable open discussions to be had and recommendations to be made/considered/implemented.
Star Readers programme exposes pupils to a variety of themes which develop social awareness and understanding of different lives, backgrounds, and cultures.
Subject areas promote spiritual, moral, social, and cultural (SMSC) development as relevant in the context of the lesson.
Support for foodbanks within schools and within the wider community.
Weekly Leadership Thought assemblies and Inspirational Speakers assemblies, including a focus on female leadership through our Inspirational Speakers Assemblies. The Star Leadership Framework, the PSHE Curriculum and SMSC Scheme, STAR values and the Behaviour Policy all promote tolerance and acceptance of those with Protected Characteristics.

Glossary of Terms:

SENCo – Special Educational Needs Co-ordinator

SEND – Special Educational Needs and Disability

WRAP – Workshop Raising Awareness of Prevent



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Pupil profile

Data to reflect characteristics – specified in line with data collected on pupils but so as not to breach data protection (to prevent the identification of individuals).

PRIMARY	Number on Roll	% of establishment population	Attendance Autumn / Spring 21/22	
			National	Star
Special Education Needs (SEN)				
Number identified with SEN	700	14%	Not Available	93.5%
SEN EHCP	106	2%	90.3%	90.5%
SEN Support	594	12%	92.2%	93.5%
No SEN	4231	86%	94.2%	94.8%
Gender				
Male	2483	50%	93.7%	94.4%
Female	2448	50%	93.9%	94.6%
Ethnicity and Race				
Any other Asian background	77	2%	94.7%	94.3%
Any other black background	14	0%	95.2%	93.1%
Any other ethnic group	224	5%	94.5%	95.1%
Any other mixed background	275	6%	93.8%	94.1%
Any other white background	126	3%	93.9%	93.3%
Bangladeshi	316	6%	93.8%	94.3%
Black - African	374	8%	96.3%	95.9%
Black Caribbean	6	0%	93.8%	93.3%
Gypsy/Roma	38	1%	85.5%	85.7%
Indian	1000	20%	94.2%	96.4%
Information not yet obtained	26	1%	93.1%	92.9%
Pakistani	1432	29%	93.3%	93.6%
Refused	27	1%	N/A	95.1%
White - British	247	5%	93.7%	92.1%
White and Asian	95	2%	94.1%	92.7%
White and Black African	25	1%	94.1%	96.1%
White and Black Caribbean	10	0%	92.7%	93.5%

- Number on roll includes all children in primary phase, Years 1 to Year 6 using Star Academies MIS (Period included September 2020 - August 2021).
- National pupil absence data published within the 2020/21 combined Autumn and Spring Absence SFR, DfE at: <https://www.gov.uk/government/collections/statistics-pupil-absence>



Data to reflect characteristics – specified in line with data collected on pupils but so as not to breach data protection (to prevent the identification of individuals).

SECONDARY	Number on roll	% of establishment population	Attendance	
			Autumn / Spring	
			National	Star
Special Educational Needs (SEN)				
SEN E	245	1.6%	86.6%	89.1%
SEN K	2148	13.8%	87.8%	90.4%
NO SEN	13129	84.6%	92.0%	93.9%
Gender				
Male	8145	52.5%	91.7%	93.70%
Female	7378	47.5%	91.0%	93.10%
Ethnicity and Race				
White - British	2470	15.9%	90.5%	89.2%
White - Irish	12	0.1%	90.40%	81.7%
Any other white background	286	1.8%	92.3%	88.5%
White and Black Caribbean	39	0.3%	88.9%	89.6%
White and Black African	73	0.5%	91.6%	95.5%
White and Asian	218	1.4%	92.1%	89.1%
Any other mixed background	584	3.8%	92.0%	93.9%
Indian	1531	9.9%	94.7%	97.0%
Pakistani	5747	37.0%	92.6%	94.0%
Bangladeshi	876	5.6%	93.8%	95.0%
Any other Asian background	393	2.5%	94.6%	95.7%
Black Caribbean	28	0.2%	92.2%	95.7%
Black - African	1000	6.4%	95.7%	96.0%
Any Other Black Background	43	0.3%	94.0%	95.5%
Chinese	6	0.0%	96.5%	98.6%
Any other ethnic group	717	4.6%	93.5%	95.3%
Gypsy/Roma	103	0.7%	79.9%	78.7%
Traveller of Irish Heritage	4	0.0%	79.6%	70.6%
Information not yet obtained	207	1.3%	90.4%	91.9%
Refused	61	0.4%	0.0%	93.5%

- Number on roll includes all children in secondary phase, Years 7 to Year 11 using Star Academies MIS (Period included September 2020 - August 2021).
- National pupil absence data published within the 2020/21 combined Autumn and Spring Absence SFR, DfE at: <https://www.gov.uk/government/collections/statistics-pupil-absence>

**Annual Equalities Statement: Meeting our Public Sector Equality Duty in 2021-22****Staff profile**

	2021/2022		2020/2021		Year on Year change	
	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)	Headcount	Full Time Equivalent (FTE)
Trust Total	3579	1822	3154	1728	425	94
	Number	%	Number	%	Number	%
Age						
16-24	262	7%	235	7.50%	27	-0.50%
25-34	1075	30%	957	30%	118	0%
35-44	1004	28%	897	28.50%	107	-0.50%
45-54*	743	21%	664	21%	79	0%
55-64	369	10%	308	10%	61	0%
65+	126	4%	93	3%	33	1%
Disability						
Yes	11	0.30%	7	0.20%	4	0.10%
No	179	5%	142	4.50%	37	0.50%
Not known	3389	94.70%	3005	95.30%	384	-0.60%
Ethnicity and Race						
White	145	4%	113	4%	32	0%
BME	117	3%	101	3%	16	0%
Not known	3317	93%	2940	93%	377	0%
Religion and Beliefs						
Buddhism	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Christianity	89	2%	70	2%	19	0%
Islam	115	3%	97	3%	18	0%
Other religion	12	0.30%	SUPP	SUPP	SUPP	SUPP
No religion or belief	44	1%	38	1%	6	0%
Prefer not to say	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Not known	3315	93%	2937	93%	378	0%
Gender						
Male	863	24%	761	24%	102	0%
Female	2716	76%	2393	76%	323	0%

Note: SUPP: the numbers are under 5, therefore we are unable to disclose this data.

Staff data covering schools within Star Academies is published as part of the DfE's School Workforce Census statistics series and can be accessed in raw form here: <https://www.gov.uk/government/collections/statistics-school-workforce>

Please note that DfE suppression rules in source data remove context groups where between one and two people populate a group. We estimate this causes a variance of approximately 1% to 5% of the trust headcount within each of the context groups.

^ In 2018/19 a new HR system was introduced which is a self-service system. As a result, it is optional for staff to provide their ethnicity and religious beliefs. This has resulted in a significant number of 'not known and prefer not to say' which will unfortunately not represent the true make up of staff within the trust.



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. The figures have been compiled in line with Government Guidance and are based on a 31st March 2022 snapshot date.

Women's Hourly Rate is 20.5% lower (Mean) and 23.9% lower (Median) than Men's.

Percentage of Male and Females in each pay Quartile		
	Male	Female
Upper Quartile	34.3	65.7
Upper Middle Quartile	24.0	76.0
Lower Middle Quartile	23.0	77.0
Lower Quartile	13.6	86.4

The trust does not pay bonuses.

We wish to highlight that a gender pay gap should not be confused with 'equal pay' – as a gender pay gap does not necessarily mean that there is inequality in the way our staff are rewarded for the work that they do. We understand that the gender pay gap affects employers worldwide and reflects many factors including those that are external to the workplace including career stereotyping and the cultural use of part-time working.

The trust is committed to reward our staff fairly for the work they do, regardless of their gender or other protected characteristic. The trust will incorporate the consideration of our current gender gap as we develop our policies, particularly with regard to recruitment, retention and workforce development policies. Through these we will seek to actively reduce the gap in areas that we believe we can have influence as a responsible employer.