EPM Model Public Sector Equality Duty Statement

Over 150 employees

[School/Academy Name]

[Please note prior to adopting this policy you should:

* Ensure you have adapted it where necessary to fit the requirements of your School/Trust
* Follow your usual governance process to be approved by Governors/Trustees
* Follow your usual process to consult on new or amended HR policies with trade unions

If you are part of a multi-academy trust, please check with your Trust prior to adopting any new or amended policies.]

Version Control

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Version | Amendments/Comments | Reviewer/s |
| June 2022 | V1 |  | AVW |
| April 2024 | V1.1 |  | RE |
| March 2025 | V1.2 |  |  |
|  |  |  |  |

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EPM Model Public Sector Equality Duty Statement

1. Introduction
	1. This document describes how [Trust Name]/the Governing Body of [School Name] intends to fulfil its responsibilities under the Public Sector Equality Duty about its workforce.
	2. The Equality Objectives will be part of the School Improvement Plan and information will be published on the Equalities page of the school website.
2. Due Regard
	1. Due regard means giving relevant and proportionate consideration to the duty or decision.
	2. We will have due regard to the need to:
	3. Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act.
	4. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
	5. Foster good relations between people who share a protected characteristic and those who do not share it
3. Collecting and Using Information
	1. We will collect information to identify key issues to:
		1. Understand the impact of our policies, practices, and decisions on people with different protected characteristics, and thereby plan them more effectively.
		2. Assess whether we are discriminating unlawfully when carrying out any of our functions.
		3. Identify what the key equality priorities are for our organisation.
	2. We will collect information to assess performance to:
		1. Benchmark our performance and processes against those of similar organisations, nationally or locally.
	3. We will collect information to take action against discrimination by
		1. Taking steps to meet the needs of staff who share relevant protected characteristics.
		2. Identifying if there are any actions, we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations.
		3. Making informed decisions about policies and practices which are based on evidence about the impact of our activities on equality.
		4. Developing equality objectives to meet specific duties.
		5. Having due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.
	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.
		1. Recruitment and promotion
		2. Numbers of part-time and full-time staff
		3. Pay and remuneration.
		4. Training
		5. Return to work of employees on maternity leave, shared parental leave and adoption leave.
		6. Return to work of employees following sick leave relating to a disability.
		7. Appraisals
		8. Grievances (including about harassment)
		9. Disciplinary action (including for harassment
		10. Dismissals and other reasons for leaving
4. Publication of Equality Information
	1. We will publish relevant, proportionate information, on at least an annual basis by 30 March, which is broad enough to give a full picture of performance across our School, whilst taking account of Data Protection legislation. 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:
		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. 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. With this aim in mind, and in consideration of the expectations outlined by the Equalities and Human Rights Commission, the types of information we publish may include
		1. The profile of staff at different grades, levels and rates of pay, including any patterns of occupational segregation and part-time work (this would be in addition to gender pay gap information provision, and consider the pay gaps in relation to all the protected characteristics)
		2. The profile of staff at different stages of the employment relationship, including recruitment, training, promotion, and leavers, and the numbers of complaints of discrimination and other prohibited conduct
		3. Details of, and feedback from, any engagement exercises with staff or trade unions
		4. Any records of how it has had due regard in making workforce decisions, including any assessments of impact undertaken and the evidence used.
		5. Details of policies and programmes that have been put in place to address equality concerns raised by staff and trade unions.

Appendix 1: Staffing Information Analysis and Draft Objectives

[This is intended to be a basic outline pro-forma to use as a starting point to develop the school’s staffing information analysis and objective setting. Equality information and objectives should be accessible to the public, consideration should be given to accessibility and alternative formats and languages provided where reasonable, information should be easily understood therefore any contextual information may be useful.]

Staffing Information Analysis and Draft Objectives

The analysis could be separated into specific categories of staff, e.g., teaching, and non-teaching staff.

1. Staffing Complement of the School for the year 20xx-20yy

|  |  |  |
| --- | --- | --- |
| **Full Time** | Race | Disability |
| X - Men |  |  |
| X - Women |  |  |
| **Part Time** | Race | Disability |
| X - Men |  |  |
| X - Women |  |  |

1. Recruitment, Promotion, Performance Pay and Training by Gender, Race and Disability

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Total  | Male | Female  | Race | Disability  |
| Promoted Internally  |  |  |  |  |  |
| Recruited |  |  |  |  |  |
| Performance Pay Awarded  |  |  |  |  |  |
| Training Courses |  |  |  |  |  |

1. Salary by Gender Race and Disability. This should be recorded as full-time equivalent salary

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| < £19k | £20k -£29k | £30k -£39k | £40k - £49k | £50k - £59k | >£60k |
| M | F | M | F | M | F | M | F | M | F | M | F |
|  |  |  |  |  |  |  |  |  |  |  |  |

1. Grievances and disciplinary action and complaints of harassment
	1. Number of cases in the last 3 years:
	2. Analysis by Gender Race and Disability
2. Pregnancy Maternity and Paternity Leave and Family Issues
	1. Number of disputes arising in the last 3 years

Based on the information gathering exercise the issues identified are:

Draft objectives for [year] are:

[You should set at least one objective which must be specific and measurable. Further objectives should be published every four years, but they can be revised more regularly, and it is advisable to keep the objectives and progress towards them under regular review.]

The progress towards the objectives will be reviewed by [job title] and reported to [the SMT/the Governing Body/the Trust Board]