



Public Sector Equality Duty and Objectives

Title: Public Sector Equality Duty and Objectives

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Sussex Learning Trust
Public Sector Equality Duty and Objectives
2020-24

Sussex Learning Trust (SLT) requires this policy to be implemented by all its member academies.

The Trust itself and all its member academies have due regard to the need to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities.

SLT meets all the requirements of this legislation.

SLT defines the policy expectation, but the responsibility for implementation of the policy rests with the CEO and Headteacher of each academy.

| PSED Aim | Advancing Equality | MAT relevant Policies or approaches | MAT Procedures | Further Action |
|---|---|---|--|--|
| <p>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act</p> | <p>By removing or minimising disadvantages suffered by people due to their protected characteristics.</p> | <p>Equal Opportunities Grievance Policy Bullying & Harassment Disciplinary Recruitment Recruitment of Ex-Offenders Pay Appraisal Code of Conduct Complaints</p> | <p>Robust recruitment and selection processes ensure a person specification and job description is compiled for each vacancy. Shortlisting is carried out independently by a panel of at least two persons. Equal opportunity data disclosed by potential candidates at the application stage is only accessible by Human Resources and is not made available to the recruitment panel. Candidates for employment or promotion are assessed objectively against the requirements for the role and using the person spec or competency based framework.</p> | <p>Data relating to the ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and age composition of the existing workforce and of applicants for jobs (including promotion) to be monitored and analysed on a regular basis.</p> <p>Appropriate actions plan to be put in place to address any areas of concern identified as a result of the monitoring process. Eg the Gender Pay Gap analysis has led to policy change for shortlisting. See GPG 2020Report.</p> |
| | | | <p>Training for employees involved in the recruitment and selection of employees and volunteers and inclusion of equality information in induction.</p> | |
| | | | <p>Salaries for new starters are calculated using the Trust pay scale, based on competencies, qualifications and experience. Pay progression along the Sussex Learning Trust pay scale(s) is reviewed annually for all staff and is based upon performance criteria as detailed in the Appraisal Policy.</p> | |
| | | | <p>Training, development and progression opportunities to be made available to all employees. Opportunities to undertake additional Responsibilities that merit (or may merit) additional remuneration are published within the school and open to all employees.</p> | |
| | | | <p>Fair and transparent processes and procedures in place to promote Equality and identify breaches of the Equality and Diversity Duty including a complaints procedure for external persons and an internal Grievance and Disciplinary Policy.</p> | |

| Area | Overarching Objective | How will this be achieved? | Actions | Monitoring and further actions/success criteria |
|---|---|--|--|---|
| Advance equality of opportunity between people who share a protected characteristic and those who do not. | By taking steps to meet the needs of protected groups where these are different from the needs of other people. | Sickness Absence Maternity Paternity Shared Parental Leave Flexible Working Time off for Dependents | Support completing application forms and paper copies made available from the HR & Recruitment Team. Invitations to interview invite candidates who have any special requirements to enable them to participate in an interview to let HR know so that this can be accommodated, wherever possible. | Review internal processes and procedures on a regular basis to ensure they do not put anyone with a protected characteristic at a disadvantage. |
| | | | Pre-commencement questionnaire allows for health conditions including those which may be a disability to be identified. Occupational health services support identification of reasonable adjustments to be put in place, wherever practicable to ensure support for employees. | |
| | | | Sickness Absence - where targets are set for improvement of attendance, consideration is given to an underlying disability or health condition and where applicable targets are adjusted accordingly. This is built into the Sickness Absence Policy. | |
| | | | Flexible working arrangements are promoted, including part-time working, annualised hours, term-time only and compressed hours allowing for employees with additional needs arising as a result of a protected characteristic to utilise these. | |
| Foster good relations between people who share a protected characteristic and those who do not. | By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low. | Equal Opportunities Recruitment Admissions Complaints | Recruitment materials promote Sussex Learning Trust' as an equal opportunities employer. Recruitment campaigns include activity to widen the pool of candidates, allow face-to-face interaction and encourage diversity of applicants. | Further analysis of data relating to the existing workforce and of applicants for jobs to allow for targeted recruitment where required. |
| | | | <p>Students/pupils are encouraged to be ambitious for themselves and their academy, part of Sussex Learning Trust, seeks to be ambitious on their behalf encouraging participation in activities and broadening experiences.</p> <p>The Learning about Life curriculum is developed to ensure a high level of accessibility for all learners, and positive opportunities for members of curriculum delivery adapted to current</p> | Ensure information provided to young people and parents/carers is in suitable format |

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| | | cohorts of learners to understand the importance of Equality and Diversity. This includes: review of the curriculum, review of schemes of work to ensure equal opportunities offered to all children/young people. Review curriculum delivery - student groupings / timetabling to ensure equality of access. young people. | |
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| Area | Overarching Objective | How will this be achieved? | Actions | Monitoring and further actions/success criteria |
|-----------|--|--|--|---|
| Employees | To promote equality and diversity throughout Sussex Learning Trust and embed a culture which ensures employees are fairly treated based on individual merit. | Develop confident and accountable leaders who will act with honesty and integrity and challenge any bias in the workplace. | Equality and Diversity Training to be made available for all staff. Recognise employees who promote inclusive ways of working and embrace differences. | |
| | | Continue to create a diverse inclusive workforce that is representative of the wider population. | Data relating to the ethnic origin, gender, marital status, disability, sexual orientation, religion/beliefs and age composition of the existing workforce and of applicants for jobs (including promotion) to be monitored and analysed on a regular basis. Appropriate actions plans to be put in place to address any areas of concern identified as a result of the monitoring process including targeted recruitment strategies to reach areas where participation is low. | Annually to be reviewed on a regular basis |
| | | Fair and transparent processes and procedures in place. | Review internal processes and procedures on a regular basis to ensure they do not put anyone with a protected characteristic at a disadvantage including gathering of feedback from employees through focus groups/surveys. | annually |

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| Students/pupils | To develop a curriculum which is fit for purpose and recognises and embraces the differences of the students/pupils within each School/Academy. | Needs of the students/pupils and their families recognised and underpin and inform decisions made. | Consult with students/pupils, their families and communities to consider their diverse needs. Ensure information provided to children/young people and parents is in their preferred format e.g. Symbols, into other languages. | Ongoing Reviewed through the LGB as part of curriculum review (2020) |
| | | Academy acknowledges that the society within which we live is enriched by ethnic diversity, culture, faith, age, disability and the life choices of its citizens. | | |
| | | Internal and external expertise utilised to provide a curriculum that has suitable breadth, depth and relevance recognizing diversity. | Work collaboratively with local authorities, Local Advisory Boards, customers, communities and other Stakeholders to share best practice, research and ideas. | |