

Annual report on progress towards meeting the Trust's published equality objectives under the Public Sector Equalities Duties (PSED)

June 2022, Report Author: Oliver Burwood

The equality objectives in place during the 2021/22 academic year were approved by the Trust on 26 February 2021 and published on the Trust's website as part of our commitment to the Public Sector Equality Duty (PSED).

Under the PSED we are required to review our equality objectives at least every four years, and to report on progress towards them annually. For 2021/22 a new committee was established with a specific focus on the *ongoing* monitoring, and reporting, of progress towards meeting the four objectives. This report summarises this reporting across the year to give a view of progress across 2021/22

Trustees are asked to;

Review the report and to ask any questions

Confirm that the report should be published on the DNEAT website as the annual report on progress, to comply with PSED and demonstrate our commitment in this area

Our Equality Objectives 2020-24

1. The Trust will gather, record and analyse equalities data effectively for all staff, and for those responsible for governance, in relation to race, disability and gender, to support the setting of meaningful Trust-wide and academy level equality and diversity targets
2. The Trust will improve the recruitment, retention and progression of any currently under-represented groups of staff in relation to disability, race and age (numerical targets to be set once objective 1 is completed -target date May 2021)
3. The Trust will produce a gender pay gap action plan, in order to reduce the gender pay gap and to increase the representation of different genders in roles where they are currently under-represented across the Trust
4. In line with its three-year strategic plan, the MAT will audit and transform its provision for children and young people with Special Educational Needs and Disabilities so that we reduce the attainment gap between pupils with SEND and all children with SEND nationally by at least half:
 - from 7% to within a range of 0% to 3% at key stage 2
 - From 8% to within a range of 0% to 4% at key stage 1

Update on objective 1

- The current EPM HR system did not require this data to be entered.
- We developed our own interim data-collection tool so that reporting could take place in 2021/22

- We now have a reasonable data set (85% of DNEAT staff representing 805 individuals) which is a significant improvement on previously low entries on the EPM system.
- Appendix 1 gives a summary of the data collected, along with some national comparators for age and ethnicity. It should be noted that the only other national comparator that exists is for gender and was used in separate, statutory, gender pay-gap reporting (available on the DNEAT website)
- Although the current data generated has its limitations (see 'next steps' section in relation to how this will be resolved), its initial analysis did support the equality and diversity committee in identifying broad areas of risk and as a result they added 'age' to equality objective 2 (November 2021)
- In relation to ethnicity, the data shows a very low proportion of DNEAT staff from non-white British ethnic groups. Putting regional and national comparators aside, this doesn't reflect the children and young people in our academies. It is clear that this demographic has undergone significant change over recent years and that this is likely to continue going forwards.
- Currently White British pupils represent 83.3% of our children and young people in DNEAT, (compared to 78.2% nationally)
- As well as potentially reducing the positive impact a more diverse workforce can have for children in non-white British ethnic groups, it also perhaps does not fully 'ensure young people leave school prepared for life in Modern Britain' (quote from DfE website in relation to the purpose of teaching British values).
- HR was brought 'in house' in 2021 to support better data collection and analysis going forwards

Next steps

- The HR team have identified new HR software which will be rolled out across the Trust from autumn 2022
- They will ensure that inputting data for new staff in these areas is a requirement, in order to add them to the system, removing the need for retrospective collection of data
- As the collected data is input into the new HR system, better and more accurate comparisons will be able to be made by job role

Update on objective 2

- Further work and analysis of the trust equalities data is required before any specific numerical targets can be set in line with objective two
- The committee did, however, consider how DNEAT could attract and retain more young staff (currently below national averages) and identified the following potential options.
- Increasing use of social media for engagement and recruitment (already begun)
- better links with colleges and FE, in relation to identifying talent and potential apprenticeships
- It also considered how the Trust can recruit a workforce more reflective of its pupil make up (i.e., more reflective of modern Britain) and in relation to disability.
- Develop HR practices designed to recruit and retain applicants from a more diverse range of backgrounds. Some of this work has started, i.e., 'blind recruitment' practises put in place

for recruitment that DNEAT is centrally responsible for which reduces various forms of, and potentially accusations of, discrimination

- Early-stage development of staff profiles, representing the diversity of staff in relation to ethnicity, disability and now potentially age. These will be embedded in adverts and other recruitment practises, so that potential staff from a range of groups can 'see themselves' in our roles and organisations
- work with the DBE led ethnicity group which will, amongst its work, seek to develop networks of BAME staff to provide mutual support across a wider pool of schools (i.e., beyond DNEAT/Norfolk) where a 'critical mass' of staff can be found

Next steps

- Continue to interrogate existing data but move forward with new HR software system identified in objective 1
- Develop additional strategies to ensure more diverse recruitment
- Extend, improve and fully embed existing identified strategies (for example, roll out blind recruitment to all DNEAT vacancies)
- Set any numerical targets in line with objective 2

Update on objective 3

- The Trust carried out the required gender pay-gap review in March 2022 in line with PSED but has yet to complete a full action plan, which is a longer-term piece of work
- Trustees recognised that some of the potential actions identified in relation to objective 2 will also support representation by gender. For example, profiles of male Teaching Assistants and female Headteachers

Next steps

- Develop and complete gender pay-gap action plan

Update on objective 4

- All Headteachers within the Trust were set a priority, as part of their performance management, in relation to, and aligned with, objective 4
- They were further supported with tools to ensure that the progress of SEND pupils is specifically considered in their accountability and progress discussions with staff
- A senior leader within the trust has responsibility for SEND and SEND has been one of four key strategic focus areas in 2021/22
- The senior leader has commissioned external SEND expertise to deliver PD to key staff, including Trust SENCOs, in 2021/22
- All academies have submitted a 'baseline' portfolio of evidence relating to provision for SEND pupils their setting
- The Trust has adopted a SEND assessment system based on the best research evidence (i.e., using the Education Endowment Fund's SEND whole school review tool)
- Five Trust-wide SENCOs have been identified as SLEs to support the Trust's work in this area and have received quality training regarding conducting a SEND review in school

- The 'Big 6' schools have had a review carried out by the external expert, with the SLE SENCOs supporting and learning

Next steps

- Carry out SAT and other assessment analysis across the Trust to track impact of this work on pupils' overtime
- Develop the planned-for SEND school toolkit in light of the recent government SEND Green Paper
- Carry out additional peer-reviews of SEND provision in each academy