

# EQUALITIES REPORT AND REVISED OBJECTIVES

## 1.0 Introduction

- 1.1 In March 2021, The Trust Board reviewed the Equality Objectives set in 2018 and set 6 new objectives for review in 2023. This report details the progress that has been made, the blockages to progress and sets new objectives for review in 2026.
- 1.2 The Trust has a legal duty to meet its obligations under the public sector equality duty by having due regard to the need to:
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
  - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
  - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- 1.3 The Trust's equality objectives set in 2023 were:

### ***Objective 1***

To build an open and inclusive culture that enables all pupils, staff and volunteers to feel and believe that they belong within the organisation

### ***Objective 2***

To recruit pupils, staff and volunteers from a wide range of backgrounds reflective of the communities the school and Trust serves

### ***Objective 3:***

Each year, to close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.

### ***Objective 4***

To maintain a culture where the use of homophobic, sexist and racist language by pupils, staff, volunteers and visitors in the school is seen as unacceptable by all members of the school community.

### ***Objective 5***

To become a Disability Confident Employer (level 2) by March 2021

- 1.4 Progress against objectives in relation to pupils has been reported regularly to the LGB, so this report primarily focusses on the workforce, trustees, and governors. There is a short section which details pupil performance against equality objective 3 and summarises the latest progress data. (Sections, 4, 7 and 8 of this report).

## 2.0 Workforce Data 2023

- 2.1 The last national census data was collected in 2021. Due to a change in Ward Boundaries, SHS now falls within Colindale North ward<sup>1</sup> and it is this data which is used for comparative purposes. The Barnet 2021 census data is also shown for a broader comparison.
- 2.2 The 2023 Trust Data is taken from the Equalities Monitoring 2023 Survey carried out April to June 2023. The 2020 data is as provided in the previous report, provided for comparison over time.
- 2.3 England school workforce data is the most recent published (2022) by the DfE, based primarily on the School Workforce Census. Comparison is made to the closest provided DfE category, usually “state-funded secondary schools”.

<b>Ethnicity</b>	<b>SMAT staff 2020</b>	<b>SMAT staff 2023<sup>2</sup></b>	<b>England School Workforce 2022/23</b>	<b>Colindale North 2021 (Census – Ward level)</b>	<b>Barnet 2021 (Census)</b>
White	72.8%	58.9%	84.4%	38.4%	57.7%
Asian	12.7%	10.8%	5.3%	23.6%	19.3%
Black	7%	18.4%	2.5%	21.3%	7.9%
Mixed race	5.6%	4.4%	1.7%	5.8%	5.4%
Other	1.4%	7.6%	0.9%	10.8%	9.8%

<b>Gender</b>	<b>SMAT staff 2020/21</b>	<b>SMAT staff 2023</b>	<b>England school workforce 2022/23</b>
Female	72.4%	78.5%	64.6%
Male	27.6%	21.5%	35.4%

<sup>1</sup> In the event that further census data is sought, Colindale North ward is about 90% geographically aligned with Grahame Park MSOA (a mid-sized census grouping). The MSOA was excluded from these tables where Colindale North data was available, as the figures were highly similar.

<sup>2</sup> Note: Total adds to in excess of 100% due to rounding of sub-totals

2.3 The age range data (taken from the Trust's HR records in July 2023) is as follows:

Age range	Male Staff	Female Staff
Under 20	-	1.3%
20-29	6.4%	14.7%
30-39	9.0%	21.2%
40-49	2.6%	25.6%
50-59	2.6%	10.9%
60 and over	1.3%	4.5%

The age range variation seen in 2021 has mostly returned to the England teacher norm. SHS does have a lower proportion of teachers aged 50-59 than the national average but over twice as many teachers aged 60 and over. There is wide variation in staff age, ranging from 18 to 66.

2.4 SHS significantly increased its diversity of ethnicities amongst its personnel, clearly exceeding the English School Workforce averages; but it still does not reflect the composition of the local Colindale community. There are currently 28 different nationalities of personnel working for the Trust. The next 2 years will see SHS grow to its full size, with the potential inclusion of further schools and the situation should continue to be monitored to see if improvement can be sustained.

2.5 The decreasing proportion of male staff is of greater concern (well below the UK norm for secondary schools), indicating that further efforts are required to address the parental concern that that pupils need strong male role models in order to "See it to be it".

2.5 **Disability** – in July 2023 8.1% of SMAT staff declared having a disability, compared to 14% in January 2021. A further 10.5% are living with a long-term medical condition (16% in 2021). In Britain 23% of the UK working age adults have a disability (source: ONS). There is wide range of long-term health conditions and disabilities amongst the Trust staff.

2.6 **Sexuality** – in July 2023 10% of SMAT staff identified as being gay or bisexual. In UK, 3.0% of the population identified as gay or bisexual. Around 1.6% in the Grahame Park MSOA identified as gay or bisexual. (source: 2021 Census data).

2.7 **Religion** – in July 2023, of those staff (91.6%) who chose to disclose their religion, the breakdown was as follows:

Religion	SMAT Staff (2021)	SMAT Staff (optional disclosure in 2023 survey)	Colindale North (2021 census)
Christian	29.6%	38.6%	46.4%
No faith/agnostic	45.6%	34.5%	18.3%
Muslim	6.8%	15.2%	26.6%
Hindu	4.6%	5.5%	4.3%
Jewish	6.8%	4.8%	1.5%

Other faiths	-	1.4%	2.6%
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### 3.0 Senior Management (SLT, CEO and TBM)

- 3.1 ***This section was reported in detail to the Board, but the small size of the sample group might enable individuals to be identified and is therefore removed for publication.***
- 3.2 While this does represent some diversity improvement since 2021 (87.5% of senior management was white in 2021), the racial composition of the senior leadership team remains relatively out of sync with the teaching body as a whole.

### 4.0 Pupil data 2022/23

4.1 The pupil demographic data is compared to the same Colindale North and Barnet datasets as the staff workforce comparison in section 2.

4.2 The Trust has live (current) sex and ethnicity data on pupils on Arbor, placed into the UK national census categories. National pupil ethnicity data is drawn from the “Schools, pupils and their characteristics” DfE dataset. The “Pupil characteristics - number of pupils by age and gender” DfE dataset is used for evaluating sex against Arbor data.

Comparison is made to the closest provided DfE category, here, “state-funded secondary schools”.

4.3 Pupil ethnicity data was not included in the 2021 equalities report, as such no prior year comparison data is given.

Ethnicity	SMAT pupils 2023	SPC secondary school data 2022/23 <sup>3</sup>	Colindale North 2021 (Census – Ward level)	Barnet 2021 (Census)
White	33.5%	70.0%	38.4%	57.7%
Asian	13.0%	12.9%	23.6%	19.3%
Black	19.8%	6.4%	21.3%	7.9%
Mixed/multiple ethnicities	11.7%	6.5%	5.8%	5.4%
Other	18.7% <sup>4</sup>	2.3%	10.8%	9.8%
Refused or unknown data	3.3%	2.0%	N/A	N/A

<sup>3</sup> SPC ethnicity data combined to match census categories. Percentages may sum to more than 100% due to rounding errors. The large bulk of those pupils within the “Other ethnicity” category are either Turkish or Arabic.

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<b>Sex</b>	<b>SMAT pupils 2022/23</b>	<b>SPC secondary school data 2022/23</b>
Female	43.0%	49.7%
Male	57.0%	50.3%

4.4 The percentage of white & black pupils is roughly comparable to the anticipated figures for Colindale North. Conversely, SMAT has significantly fewer Asian pupils than demographics suggest with higher proportions of mixed ethnicity pupils.

## 5.0 Governors and Trustees

5.1 The data on age and gender compared to national (NGA) data is as follows:

<b>Age range</b>	<b>SMAT Male Trustees and Governors</b>	<b>SMAT Female Trustees and Governors</b>	<b>NGA Survey 2022 (male and female)</b>
Under 20	-	-	1%
20-29	-	3.7%	
30-39	7.4%	7.4%	5%
40-49	11.1%	-	17%
50-59	14.8%	11.1%	24%
60 -69	29.6%	11.1%	30%
70 and over	-	3.7%	21%
No data	-	-	2%
<b>Total</b>	<b>62.9%</b>	<b>37.1%</b>	<b>100%</b>

5.2 Nationally the NGA reports that 59% of governors/trustees are female, 6% BAME (although 20% of London governors/trustees), and 3% LGBTQ+ (2022). 81% of SMAT Trustees and Governors are White and 19% BAME. The Trust has not collected sexuality data for Governors and Trustees.

5.3 SMAT and SHS are therefore unusual in having a male majority of Trustees and Governors, and 56% under the age of 60 versus 47% nationally. Changes made since 2021 mean there is now a broader spread of ages.

## 6.0 Current Blockages to Increased Inclusivity

- 6.1 The Trust has made significant progress in recruiting a wider range of ethnicities since 2021 and one that more fully reflects the composition of the local population, but there is still progress to be made, especially at senior level, including LGB and Trust Board. The reducing proportion of male staff is of concern and action needs to be taken to address this – see section 10.
- 6.2 The Trust has been able to recruit and train its own teachers and since 2021 6 non-teachers have moved from other roles to commencing training as teachers. Support staff have also been promoted. We have succeeded in part by promoting opportunities for staff to join the school as LSAs and when they have appropriate experience, to move into teacher training roles. In 2022/23 there were 10 internal promotions: 5 LSAs promoted into teaching roles; 4 support staff and 1 teacher moved into a more senior role.
- 6.3 The Trust remains committed to recruiting staff to reflect the composition of the Colindale community. We advertise using national and local websites and tweet details which are picked up by other educational leaders and influencers. We have sought to engage community groups, but experience indicates that we are more successful by direct emailing of pupil parents and through the Barnet Council jobs website.
- 6.4 In addition to our ongoing use of TES (Times Educational Supplement – an online recruitment portal), we have also broadened our recruitment to additional recruitment websites. The most-used of which are “School Jobs Network” and “Arts Jobs”. Staff are encouraged to use their own personal and social media networks to market the job opportunities. The downside of this is that it can entrench recruitment within communities already employed by the Trust. This situation must be monitored.
- 6.7 The aim of the Trust remains to attract, retain and develop the widest talent pool. Diversity of thought, skill and experience remains the objective. To achieve this, we need to develop our managers in removing barriers to entry and promotion, exposing them to a wide range of people from different groups, encouraging social accountability and requiring them to explain their recruitment and promotion decisions.

## 7.0 Pupil Progress

Reports and detailed analysis of pupil progress, merits, incidents, reparation meetings and Fixed Term Exclusions by group, gender and ethnicity are received and reviewed by the LGB.

This report was compiled before the 2023 GCSE results were published. Details of these results will be published separately. The most recent data on progress as at June 2023 is as follows:

**Tables showing comparison between current average attainment and attainment captured at baseline for vulnerable groups.**

**Year 7 – 2022 cohort**

	Baseline	Gap	Year 7 (2022 Cohort)	Gap	Gap Widening/Closing
Boys	0.22	0.01	0.52	-0.02	-0.04
Girls	0.21		0.56		
Pupil Premium	0.21	-0.01	0.5	-0.1	-0.09
Non Pupil Premium	0.22		0.6		
SEND (K and EHCP)	0.16	-0.2	0.24	-0.27	-0.07
No SEND	0.26		0.61		
WBRI	0.28	-0.04	0.49	-0.06	-0.02
Non WBRI	0.22		0.55		
BAFR	0.28	0.07	0.59	0.06	-0.01
Non BAFR	0.21		0.52		

**Year 8 – 2021 Cohort**

	Baseline	Gap	Year 8 (2021 Cohort)	Gap	Gap Widening/Closing
Boys	0.45	-0.1	1.86	-0.19	-0.09
Girls	0.55		2.05		
Pupil Premium	0.45	-0.09	2.28	-0.15	-0.06
Non Pupil Premium	0.54		2.42		
SEND (K and EHCP)	0.29	-0.22	1.22	-0.85	-0.62
No SEND	0.52		2.08		
WBRI	0.42	-0.07	1.66	-0.22	-0.26
Non WBRI	0.5		1.99		
BAFR	0.51	0.02	1.99	0.06	0.04
Non BAFR	0.49		1.92		

**Year 9 – 2020 Cohort**

	Baseline	Gap	Year 9 (2020 Cohort)	Gap	Gap Widening/Closing
Boys	0.42	0	2.07	0.08	0.08
Girls	0.42		2.99		
Pupil Premium	0.49	0.06	2.96	-0.2	-0.26
Non Pupil Premium	0.42		2.16		
SEND (K and EHCP)	0.29	-0.16	2.25	-0.96	-0.8
No SEND	0.45		2.21		
WBRI	0.42	-0.01	2.45	-0.7	-0.69
Non WBRI	0.42		2.15		
BAFR	0.42	0	2.27	0.29	0.29
Non BAFR	0.42		2.98		

## Year 10 – 2019 Cohort

	Baseline	Gap	Year 10 (2019 Cohort)	Gap	Gap Widening/Closing
Boys	0.45	-0.02	3.95	-0.59	
Girls	0.5		4.52		-0.57
Pupil Premium	0.47	-0.04	3.78	-0.63	
Non Pupil Premium	0.51		4.32		-0.59
SEND (K and EHCP)	0.44	-0.06	2.97	-1.29	
No SEND	0.5		4.26		-1.25
WBRI	0.53	0.06	3.62	-0.56	
Non WBRI	0.47		4.15		-0.62
BAFR	0.49	0	4.25	0.19	
Non BAFR	0.49		4.06		0.19

## Year 11 – 2018 Cohort

	Baseline	Gap	Year 11 (2018 Cohort)	Gap	Gap Widening/Closing
Boys	0.49	-0.09	4.2	-0.72	
Girls	0.57		4.92		-0.64
Pupil Premium	0.59	-0.06	4.29	-0.46	
Non Pupil Premium	0.65		4.75		-0.4
SEND (K and EHCP)	0.29	-0.16	2.76	-1.95	
No SEND	0.54		4.71		-1.79
WBRI	0.52	0.19	4.05	-0.51	
Non WBRI	0.33		4.56		-0.7
BAFR	0.53	0.12	4.91	0.55	
Non BAFR	0.41		4.26		0.42

### Ethnicity codes:

BAFR – Black African

WBRI – White British

The data shows that the attainment gap for SEND pupils appears to widen over time. The inclusion of EHCP pupils in this measure will be a contributing factor. The data shows a widened gender gap for pupils in Year 11. When looking into this data, this is influenced by 13 boys with attendance below 90% of which 5 have significant low progress.

The data shows a widened gap in attainment of pupil premium students currently in Year 10. This gap first emerged in this cohort during the pandemic. This was the same for pupils in Year 11, the gap in attainment between Pupil Premium and Non Pupil Premium pupils also emerged at the same point in time.

The data shows no gap in attainment for Black African pupils, which is sustained over time.

## 8.0 Performance against 2021 Equality Objectives

### Objective 1 – met

*To build an open and inclusive culture that enables all pupils, staff and volunteers to feel and believe that they belong within the organisation*



SHS is established as an open and inclusive culture, bonded through its 4 shared values of: honesty, humility, hard work, and discipline. SHS undertakes particular focus to ensure potentially at-risk pupil groups feel that they belong as much as any mainstream group and the curriculum reflects the breadth of backgrounds of the communities within SHS. This includes ongoing adaptation of systems and structures, including receiving support, advice and training from external agencies such as CAMHS, Speech and Language Therapist, Educational Psychologist and Barnet Inclusion Advisory teachers.

SHS celebrates significant 'months' throughout the school year, including Our History Month, Black History Month, Disability (or other abilities) Month, Them and Us Month (and Holocaust Memorial Day), Mental Health Month, Gender Equality Month, and the Spring Festival.

### **Objective 2: - partially met**

*To recruit pupils, staff and volunteers from a wide range of backgrounds reflective of the communities the school and Trust serves*

See sections 2 and 3 of the report. In comparison to national educational workforce data the composition of the Trust workforce is diverse in terms of age, gender, ethnicity, disability and sexuality. However, in terms of ethnicity (where significant progress has been made) and gender (where the situation has worsened) the workforce does not reflect the local community, with a female bias and still a predominantly white workforce. In other comparisons the workforce does reflect the community.

### **Objective 3: - not met/partially met**

*Each year, to close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.*

While gaps between boys/girls remain relatively narrow within the 2020 to 2022 cohorts, the earliest years were the most impacted by Covid-19, and the gender gap is appreciable. A similar pattern is seen with pupil-premium and non pupil-premium groups.

With regard to heritage groups, BAFR-ethnicity pupils significantly outperformed the baseline across all cohorts, as was the case with most heritage groups. The negative corollary to this is that the gap between the groups and WBR pupils is significantly increasing in all years above year 7. This indicates a significant area for improvement and focus.

There remain few Looked-After Children, so it is not possible to analyse their performance as a group.

## Objective 4 - met

*To establish a culture where the use of homophobic, sexist and racist language by pupils, staff, volunteers and visitors in the school is seen as unacceptable by all members of the school community.*

Day to day, any inappropriate language is challenged and not tolerated with focus on the school's rule of respecting everyone. Establishing a non-judgemental, accepting culture is a core focus of all staff at the school. The Allies Group continues as a school enrichment club.

The 2022/23 academic year was challenging for staff with the rise of the "Andrew Tate" culture. This is reflected in the rise of sexist incidents with two pupils permanently excluded for sexual harassment of staff. A sustained educational programme was established to address this issue and will continue for the foreseeable future.

Reported Pupil Incidents	2021/22	2022/23 <sup>5</sup>
Sexist	61	66
Homophobic	35	40
Racist	40	40

## Objective 5 – met

*To become a Disability Confident Employer (level 2) by March 2021*

Saracens Multi-Academy Trust now holds level 2 status. This will last for 3 years after acquisition, at which point re-accreditation can occur. It consists of two primary themes: "Getting the right people for your business" and "Keeping and developing your people," with demonstrated activities by SMAT in each field.

## 9.0 Progress of Action Plan

9.1 Appendix 1 of the 2021 Equalities Action Plan detailed the measures already in place to support diverse recruitment and retention, together with a 22 point action plan for further implementation. Of these 22 points, 18 have been fully implemented. The four areas which remain outstanding are:

9.1.1 *Participate in local community activities to encourage local people to apply for positions at the school. The lockdown limits of the pandemic initially limited this activity, but it is now commenced with, for example community cooking lessons, participation in litter picks, and 150 participants in an Iftar during Eid.*

9.1.2 *Establish cross cultural/gender mentoring programmes – this is informally in place, but is not yet a published programme*

9.1.3 *Encourage all suppliers to be part of Disability Confident Scheme – not yet implemented.*

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<sup>5</sup> the school grew by one year group (180 pupils)- 22% between these academic years

9.1.4 6 month pilot in specialist media such as Evenbreak, Disability Jobs and BAME media.

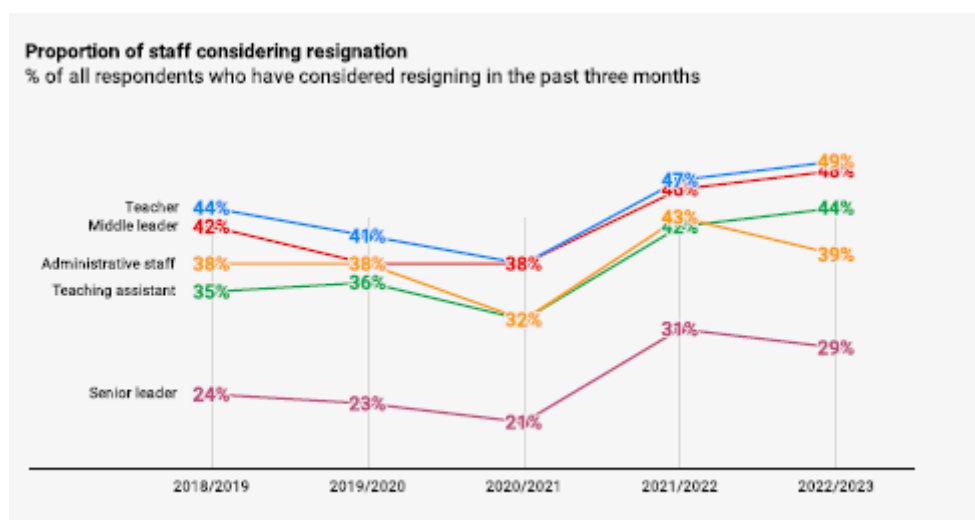
9.2 The recruitment and business environment has changed considerably since 2021. Recruitment is difficult with a significant reduction in the number of applicants for posts (although anecdotally the Trust is doing better than other schools) and it is taking longer to recruit. The number of applications in 2022/23 varied widely from 0 to 80 per position, but the average for posts advertised on TES was 3 applicants. Successful candidates often do not accept positions when offered, but wait to see if they can get other offers, then negotiate on terms. Similarly, the Trust struggles to find contractors to quote for works (even being asked to pay for providing quotations). This makes it more difficult for us to be more selective or impose conditions.

9.3 In 2021/22, post pandemic there was a significant turnover of staff (25.53% teachers and 26.25% support), reducing in 2022/23 to 17.74% teachers and 18.63% support. This was below the industry norm of 25%.

## 10.0 Future Progress

10.1 Much of the emphasis since 2021 has been on increasing diversity. To improve retention this now needs to switch to a focus on inclusion so that staff want to stay and build their careers within the Trust. The addition of further schools will assist in this as it will provide wider opportunities for career development, but the key issues in future will be how well leadership understands the needs of their staff, how respected staff feel, how they feel their feedback is received and actioned, the frequency and effectiveness of communication, reward and recognition and workload.

10.2 A report by Edurio in June 2023 indicated that 43% of school staff considered resigning in 2022/23. In 2021/22, 9.7% of teachers left the profession



10.3 There were record levels of school staff resignations in 2021/22, partly as a result of low levels of resignations during the pandemic. At SMAT the turnover rate was 25.53% of teachers reducing to 17.74% in 2022/23. Edurio’s research indicates that there is a strong correlation between resignations and Leadership dynamics, workload and communication. – see below,

	POSITIVE PERCENTAGE	RELATIONSHIP WITH RESIGNATION
Support from line manager	70%	MODERATE
Communication	68%	MODERATE / STRONG
Trust vision and values	64%	LIMITED / MODERATE
Staff relationships	63%	LIMITED / MODERATE
Professional support	59%	MODERATE
Student behaviour	56%	MODERATE
Career opportunities	54%	MODERATE
Pay and benefits	54%	LIMITED / MODERATE
Time on tasks	52%	LIMITED
Leadership dynamics	48%	STRONG
Relationship with Trust	44%	MODERATE
Workload	23%	MODERATE / STRONG

10.4 In Edurio’s research, just 11% of staff overall said they felt overworked rarely or never. Conversely, half of all staff reported feeling overworked very or quite often. Of the 22% of staff overall who felt overworked very often, 72% had considered resigning in the past 3 months. Conversely, just 13% of those who had never felt overworked had considered resigning.

10.5 Because SHS has been a growing school (with the addition of a year group each year) there have been more recruitment and promotion opportunities, partially facilitating change in the composition of the workforce. These opportunities will reduce as the pupil numbers stabilise so changing the composition of the workforce will become more difficult to change. All organisations need a level of staff turnover to be healthy but high turnover is expensive with large amounts of management time spent on recruitment, advertising costs and sometimes higher salaries. Ideally the organisation keeps its best staff and recruits better ones to its vacancies.

10.6 Improving staff retention will be a focus of the next 3 years (2023-2026), together with an increased focus on recruiting men. To improve retention, an action plan needs to include:

- Review of pay and leave structures, including paternity pay and private health insurance
- Review of staff consultation and feedback processes
- Management development for middle and senior managers
- Consult in on workload and steps that can be taken to reduce this further
- Continuing staff training and PCHSE programme to address sexist, homophobic and racist language and behaviour
- Formalised mentoring programme
- Renewal of accreditation as a Disability Confident Employer by March 2025.

## 11.0 New Equality Objectives

11.1 The following objectives are put forward for consideration by the Board. If agreed they will be incorporated into the Revised Equality Information And Objectives Policy

### ***Objective 1***

To continue to build an open and inclusive culture that enables all pupils, staff and volunteers to feel and believe that they belong within the organisation

### ***Objective 2***

To recruit pupils, staff and volunteers from a wide range of backgrounds reflective of the communities the schools and Trust serves

### ***Objective 3***

To recruit a higher proportion of male staff with a target of parity with the proportion of male staff in the England Schools Workforce Census for 2025/26.

### ***Objective 4:***

Each year, to close gaps in attainment and achievement between pupils and all groups of pupils; especially boys and girls, pupils eligible for free-school meals, pupils with special educational needs and disabilities, looked after children and pupils from different heritage groups.

### ***Objective 5***

To maintain a culture where the use of homophobic, sexist and racist language and behaviour by pupils, staff, volunteers and visitors in the school is seen as unacceptable by all members of the school community.

### ***Objective 6***

To retain Disability Confident Employer (level 2) accreditation in March 2025.

## **12.0 Board Approval**

12.1 The Trust Board Approved this report and the revised Equality Information and Objectives Policy for the period 2023 to 2026.