



*Creative  
Education  
Trust*

## **Public Sector Equality Duty Statement of Intent**

### **Equality Statement**

This statement provides information about how Creative Education Trust (the Trust) ensures it meets its Specific Duties under the Equality Act 2010 (the Act) in relation to the Public Sector Equality Duty (PSED).

The PSED requires the Trust, as a body carrying out public functions, to have due regard to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

These are known as the General Duties of the PSED.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

The Trust is committed to actively examining current and proposed policies and practices, to ensure that they are not discriminatory under the Act.

The PSED also requires our academies to publish information about equalities, which can be found at appendix 1.

### **Protected characteristics**

Under the Act, certain groups of society will be protected, by way of a particular characteristic. These are known under the Act as protected characteristics. The Trust has a statutory duty under the PSED to minimise or remove the disadvantages suffered by those with the below protected characteristics, and to promote equality for all.



The protected characteristics under the Act are:

- Age (not applicable to students, but applicable to staff, parents and visitors)
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership (applicable only to the first General Duty. Not applicable to students, but applicable to staff, parents and visitors)

The information we publish and analyse must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty. General Duties are the things that academies aim to achieve.

### **Specific Duties**

The two specific duties of the Public Sector Equality Duty are intended to help academies meet the general duty. They are to:

1. publish information to demonstrate how the academy is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
2. prepare and publish equality objectives.

### **Application**

This policy applies to students, staff and visitors to any academy within the Trust and its principles and values apply equally to everyone.

### **Principles and values**

We will collect and use equality information to help us to:

1. identify key issues, ensure equality for all and remove disadvantages suffered by those with protected characteristics
2. understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby make informed decision making to plan them more effectively
3. assess whether we are discriminating unlawfully when carrying out any of our functions and how we will eradicate this, as far as reasonably possible, in the future
4. ensure that staff and students alike are recognised for their talents
5. identify what the key equality issues are for our organisation and all those accessing the facilities, resources and benefits provided by the Trust.
6. prepare and publish information to demonstrate how our academy is complying with and meeting the PSED



Appendix 1 provides information about the Weavers Academy school community

Appendix 2 outlines the equality objectives for Weavers Academy



## Appendix 1

Weavers Academy has 1239 students in Years 7-13.

The percentage of students eligible for free school meals is 22.9% compared to 28.9% nationally.

The percentage of students from ethnic minority backgrounds is 32.4% compared to 28.2% nationally.

The percentage of students who speak English as an additional language is 15% compared to 16.9% nationally.

The percentage of students who have special educational needs is 17.5% compared to 12.5% nationally.

48.3% of our students are boys compared to 50.2% nationally.

We have 157 staff in total with 74 teachers. This consists of 108 females and 49 males. Of the total, 18 are identified as BAME with 0 recorded as disabled.

Boys receive more fixed-term exclusions than girls and this impacts on their attendance and their progress over time.

- The following steps have been taken in response to the data to advance equal opportunities:
  - Male pastoral staff have been appointed and will act of role models working with students both pastorally and academically.
  - The curriculum is being reviewed to ensure that it is relevant and meaningful to all students and that it promotes diversity in order to support a in change boys' perception of education over time.
  - Increased expectations and the introduction of disruption free classrooms is already having a positive impact for all groups of students.
  - At risk groups are targeted for early careers and CEIAG intervention.
  - Underrepresented groups are targeted for engagement in taking on leadership roles around the school through our 'Ambassador Programme'.
  - Teachers meet half-termly with student subject ambassadors through the 'Ambassadors Programme' and with School Parliament to ensure that student voice actively informs diversity through the curriculum, the quality of education and through enrichment opportunities.

Weavers Academy made 4 permanent exclusions during 2019-2020.

Weavers Academy works closely with other local secondary schools in Wellingborough and the local authority to develop inclusive learning.

Weavers Academy participates in local arrangements including managed move protocols to try to reduce exclusion from school, particularly of students with protected characteristics.

The below information demonstrates the ways that Weavers Academy implements the duties of the PSED:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. Weavers Academy do this through the framework of policies implemented across the Trust:



- Equality, Diversity and Inclusion Policy
  - Supporting students with medical conditions policy
  - Staff code of conduct
  - Anti-bullying policy
  - Behaviour for learning policy
  - Child Protection Policy
  - Complaints Policy
  - Discipline and Grievance policies
  - Family Friendly Policy
  - Flexible Working Policy
  - Special Educational Needs and Disability Policy
- The Academy Improvement Board (AIB) meets to support and monitor progress towards objectives. All members of the AIB complete e-learning modules to update them on equality responsibilities. All AIB members also complete annual Equality and Diversity training.
  - Keep records of protected characteristics for all staff.
  - Equal employment opportunities are in place.

Weavers Academy foster good relations between people who share a protected characteristic and those who do not through a wide range of activities which include:

- Delivery through our comprehensive PHSE programme which is designed to have the flexibility to adapt the sequencing of our curriculum to support current needs within the local community.
- 'Drop Down' days that give students the opportunity to explore a range of PHSE activities, careers and employability skills.
- Through our Tutor Time programme of activities.
- Promoting the British Values.
- Assemblies.
- Anti-Bullying Ambassadors.
- Eco Ambassadors
- Subject Ambassadors
- School Parliament
- Weavers will be working towards Mental Health Quality Mark in partnership with St Andrew's Hospital Trust Northampton from May 2021.
- Equality Act training is run through our online training provider, SmartLog. All staff complete the Equalities and Diversity unit annually.
- Well-being support is provided by a qualified school counsellor for staff that need it and supervision arrangements are in place for Pastoral Managers and the DSL and Deputy DSL to ensure their wellbeing too.
- Support networks in the Trust
- Community engagement projects such as working with East Northants Police Operation Hoy to raise awareness of knife and drug related crime
- We are part of the 'Community Initiative to Reduce Violence'.
- We have a named member of staff who promotes equalities in regard to LGBTQI matters.

One way in which we seek to meet the duties of the PSED is through our development of a dedicated curriculum, the 'Ambition curriculum', through which, learners engage in numerous aspects of life, outside of the traditional curriculum.



The ambition curriculum and PSHE provision has its own specific aims for our students, to provide them with the information, skills and guidance to develop agency and the confidence to make informed and ambitious choices by recognising and nurturing the skills they already possess and providing them with the knowledge and skills they need.

Furthermore, students will be taught to form safe and loving relationships, recognising when those relationships are no longer appropriate, and able to respond accordingly.

All students are taught to understand how to lead a physically and mentally healthy lifestyle, and how to address issues which might be affecting their own health.

Students with protected characteristics are provided with numerous opportunities to have a voice within the school community, take on a diverse range of leadership roles and actively affect positive changes within the school.

The NEET figures for Weavers Academy are given in the table below alongside the average national NEET figures..

Academic Year	Weavers Academy	National Average (England)
2017-2018	1%	4.2%
2018-2019	2.4%	4.5%
2019-2020	1.6%	-

Weavers Academy's comprehensive support given to our students to be lifelong learners is reflected impressively in our NEET figures. The figures show that we are performing above the national average which reflects our commitment towards all of our students.



## Appendix 2

### Equality objectives

Our equality objectives for the academic year 2020-2021 are set out below:

- To ensure that our staff equality impact assessment is used to meet the needs of identified staff who have protected characteristics through the use of individual risk assessments.
- To ensure that our staff CPD policy ensures that equality of opportunity to CPD is accessed by staff who have a protected characteristic(s).
- To ensure that the voice of BAME staff are heard through representation on our health and safety steering group to ensure that their suggestions and ideas are taken forward.
- Implement targeted leadership development for under-represented groups
- Reduce the number of student behaviour incidents relating to peer-on-peer abuse based upon a protected characteristic(s).
- To improve the academic progress of SEND students (to between -0.2 to -0.1) and PP students (to between -0.2 to -0.1)
- Further strengthen the mental health and well-being of students using early help and intervention processes throughout the academic year
- Ensure diversity of representation in the curriculum including non-stereotypical images and examples to overcome preconceived ideas regarding the protected characteristics
- To increase student attendance at the academy across all key groups, particularly disadvantaged and SEND students.
- To substantially diminish or to close the gap in achievement between those students who have SEND and those who are supported by the pupil premium.

These objectives are described in more detail in the Academy Improvement Plan. Progress towards achieving these objectives is under constant review and is reported to the AIB regularly.