



*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 pupils, 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 pupils, 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 pupils, 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

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

1.1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

- Through the framework of policies implemented across the Trust;
 - Equality, Diversity and Inclusion Policy
 - Supporting Pupils 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
- Induction of all new staff to include staff code of conduct
- Regular monitoring of equality data through our recruitment process
- Regular monitoring and analysis of behaviour data
- Through online training “equality, Diversity and Inclusion” provided by Learn Upon E-Learning Consultancy, as part of ongoing Trust-wide provision Training concludes with an assessment, with a minimum pass rate before certification is issued. Staff not certified by the system have to re-complete training. Completed on a 3 year cycle
- Monitor the SEN register and support pupils with a medical history
- Annual safeguarding training for all staff and Academy Council members.
- Signposting the CET policies and out website and making them available for staff

School Community Data

- 28.3% of pupils are FSM ever 6 compared to 22.5% nationally
- % of students from ethnic minority backgrounds is 28.1 % compared to 34.1% nationally.
- % of students who speak English as an additional language is 22.4 % compared to 17.55 nationally
- % of pupils who have special educational needs is 5.9% compared to 16.5% nationally
- 49.7 % of our pupils are girls compared to 49% nationally.
- The Weavers Academy workforce consists of 121 females and 44 males. Of the total of 165 members of staff, 22 are BAME and 1 is registered disabled.



Student destination data 2022

Year 11

% continued education in school (sixth form)	% college of further education	% training – not employed	% employment with planned training (apprenticeships)	% employment within planned training	% NEET
32.6%	58.8%	0.4%	4.3%	2.1%	1.7%

2. Members of the Academy Improvement Board and Academy Council are reminded of their duties under the Act in the following meetings:

Academy Council Meeting Schedule

- 7 November 2023
- 25 January 2024
- 14 May 2024
- 9 July 2024

Academy Improvement Board Meeting Schedule

- 31 October 2023
- 10 January 2024
- 30 April 2024

3. Advance equality of opportunity between people who share a protected characteristic and those who do not.

- Boys make less progress in comparison to starting point when compared to girls. (Source: 4Matrix analysis 2022/3 results)
- We continue to ensure high expectations of all boys (but not to the detriment of girls), lower ability, SEN and PP students so that the gap between subgroups and the whole school becomes negligible.

4. Foster good relations between people who share a protected characteristic and those who do not.

- Our curriculum is purposefully built to address the wider aims of our community. One such aim of our curriculum is to ensure we help students to develop into global citizens, by supporting them to become articulate, resourceful, creative, independent people with a strong moral purpose who engage with education and the wider world responsibly and with curiosity.
- One way in which we seek to meet this aim is through the 'Ambition Curriculum', through which, learners engage in numerous aspects of life, outside of the traditional curriculum.
- All students across years 7-11 receive fortnightly curriculum time within this curriculum area. Broad themes have been implemented throughout the curriculum to ensure students are exposed to a wealth of knowledge and experiences that help to



deepen the scope of students understanding / perspectives. Aligned form activities through the Ambition Canon, guest speakers and drop-down days and assembly foci provide cohesion across the Academy under the umbrella of the Ambition Curriculum.

The Ambition Curriculum programme is contextual to our Academy and local community, whilst connected to wider global issues. Through exposure to some of the issues that our young people are facing, locally and globally, we equip students with the knowledge and understanding of how to grow, achieve, thrive in our society, irrespective of their starting point in life. By learning about the connections and issues within our communities, students will understand their place and want to actively engage and achieve in them.

The Ambition Curriculum connects academic and social life in the Academy through character education and growth, so that individuals can express themselves and, at the same time, build the key skills and competencies that they need to succeed in the wider world.

The spiral curriculum covers statutory requirements which came in to place in September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) and Health Education at Key Stages 3 and 4.

Our curriculum provides a comprehensive coverage of the statutory guidance and includes economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk, which remains vitally important for pupils' personal development, as well as in supporting the Academy to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

The Ambition Curriculum has its own specific aims for our students – indeed, students will:

- Be able to form safe and loving relationships, recognising when those relationships are no longer appropriate, and able to respond accordingly.
- Be able to understand how to lead a physically and mentally healthy lifestyle, and how to address issues which might be affecting their own health.
- Be introduced to the adult world, with a basic understanding of financial decision making, career prospects, family life and recognising and responding to prejudice.
- Know what the 'British Values' are and why they are an important part of being a British Citizen.
- Know what support is available to them both in and out of school. This refers to physical and mental health, careers, relationships and support relating to potential criminal activity.
- PSHE curriculum covers Equality Act 2010 and teaches about diversity and acceptance of others
- KS4 ethics curriculum is embedded throughout KS4 PSHE lessons so students understand different viewpoints based on faith & religion.
- PRIDE values focus on respect for all
- Diversity Ambassadors plan activities for Pride month to educate about



the LGBTQ community

- Culture week led by diversity ambassadors with drop down days focusing on different cultures throughout the world and here in the UK.
- Assemblies for key dates including black history month, men's mental health, international Women's day, disability awareness (Epilepsy awareness day)
- Carol singing for the elderly throughout Wellingborough
- School Parliament has diverse representation including all protected characteristics and allows students to develop understanding of others and FBV.



Appendix 2

Equality objectives

Our equality objectives for 2023/2024 are:

- To improve the quality of provision and outcomes for SEND students by implementing key strategies in the curriculum.
- To reduce the progress gap between SEND and non-SEND students.
- To reduce the progress gap between PP and Non-PP students.
- Improve the attendance of Pupil Premium and SEND students in line with their non-PP peers and non-SEND peers.
- Raise the aspirations of all students, in particular PP and SEND.
- To improve the levels of students' literacy across the Academy to ensure that all students can access the curriculum.
- To raise the attendance levels of students whose first language is not English
- Develop the curriculum to include greater diversity for example including non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion.

Progress towards achieving these objectives is under constant review and is reported to the Academy Improvement Board and Academy Council at every meeting of both. 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 governors at every local governing body meeting.