

# 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 Abbeyfield School community.

Appendix 2 outlines the equality objectives for Abbeyfield School.



## Appendix 1

### The school community 2020-2021

#### Context:

The percentage of pupils who have been eligible for free school meals at any point in the past six years is 24% compared to 27% nationally.

The percentage of pupils from ethnic minority backgrounds is 22.4% compared to 32.3% nationally.

The percentage of pupils who speak English as an additional language is 24.4% compared to 17.1% nationally.

The percentage of pupils who have special educational needs or are disabled is 11.2% compared to 14.9% nationally.

51.4% of our pupils are girls compared to 49% nationally.

48.6% of our pupils are boys compared to 51% nationally.

Our workforce comprises of 162 members of staff of which:

42 are male

120 are female

14 are of Black, Asian or a Minority Ethnic background

1 member of our workforce has a disability.

#### 2019-2020 outcomes

Note: there were no national averages in 2020 due to Covid-19.

The National Averages here relate to 2019 where available.

	Cohort	Attainment 8 by pupil group									
		Overall Attainment 8		English Element		Maths Element		English Ebacc Element		Open Element	
		ABS	National benchmark (2019)	ABS	National benchmark (2019)	ABS	National benchmark (2019)	ABS	National benchmark (2019)	ABS	National benchmark (2019)
Whole School	230	48.7	46.7	10.4	9.4	9.3	8.5	14.1	13.1	14.9	13.7
Girls	123	53.1	49.5	10.2	10.60	9.5	9.05	15.4	13.97	15.4	15.36
Boys	107	43.7	44	9.4	9.01	8.4	8.97	14.2	12.80	14.2	12.87
EAL	70	47.8	47.6	8.9	9.86	7.8	9.01	11.9	13.37	13.5	14.09
Not EAL	160	49.2	46.6	10.2	9.86	9.4	9.01	14.1	13.37	15.4	14.09
SEND	19	36.6	35.6	7.8	9.88	6.6	9.01	10.2	13.37	12	14.09
Not SEND	211	48.3	49.9	10	10.52	9.2	9.64	13.9	14.35	15.2	15.00



The information below demonstrates the ways that Abbeyfield School implements the duties of the PSED:

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
  - The Academy Improvement Board meets termly and progress towards objectives are reported to the AIB. All AIB members complete e-learning modules to update them on equality responsibilities and complete Equality and Diversity training annually.
  - Records kept of protected characteristics for all staff
  - Equal employment opportunities.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - Analysis and evaluation of attainment data between groups of pupils (see data)
  - User defined field added to SIMS student details to record students transgender or preferred gender status where disclosed. Registers changed to preferred name with parental agreement.
  - Boys, particularly disadvantaged boys, are a key priority in the academy ADIP.
  - Bespoke provision for students with EAL as required with a full time designated EAL co-ordinator.
  - Key Life Skills curriculum educates on identifying and tackling prejudice and discrimination based on stereotypes of protected characteristics e.g., Anti-racism, LGBTQI+, gender stereotypes, multicultural Britain and contribution of citizens of BAME backgrounds to life in modern Britain etc.
  - Women in Steam events, Diversity in design displays and audit of library stock to ensure representation of voices of people with protected characteristics.
  - Work done with students on bullying with regard to protected characteristics, incidents are followed up rigorously. Key themes from students survey identified and followed up with students and staff with information and education.
  - Staff CPD e.g. Q spaces training for all Heads of Year
  - Participation in enrichment activities tracked by gender and disability.
  - Quality CEIAG: 100% of our students with protected characteristics progressed to employment, education or training opportunities.



3. Foster good relations between people who share a protected characteristic and those who do not through:

- Promotion of British Values and ABS Values.
- Religious Education curriculum
- Key Life Skills curriculum
- Assemblies and external speakers
- Pastoral systems
- Behaviour systems including restorative justice.
- Community involvement e.g. work with PCSO's and the Community Hate Crime Liaison officer.

**Updated Feb 2021**



## **Appendix 2**

### **Equality objectives**

Our equality objectives for 2020/2021 are:

- Implement improved HR equality and diversity data monitoring initially through the standardisation of SIMS and then through a new integrated HR/Payroll system
- To analyse equality information throughout the recruitment process through use of TES portal.
- Implement targeted leadership development for under-represented groups
- Establish a Trust wide BAME group with suitably qualified facilitator
- Reduce the number of incidents relating to peer-on-peer abuse in relation to LGBTQI+ and Race/Ethnicity.
- Improve outcomes for boys, particularly disadvantaged boys.
- Ensure diversity of representation in the curriculum including non-stereotypical images and examples to overcome preconceived ideas regarding the protected characteristics.

These objectives are described in more detail as appropriate in the Academy Improvement Plan/School Impact Statements. Progress towards achieving these objectives is under constant review and is reported to governors at every local governing body meeting.