



*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 Caister Academy school community

Appendix 2 outlines the equality objectives for Caister Academy



## Appendix 1

The information below demonstrates the ways that Caister Academy 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
2. Members of the Academy Improvement Board are reminded of their duties under the Act during the meetings which are held four times per academic year.
3. Equality Act training. All staff complete the online “Equality, Diversity and Inclusion” course as part of their induction to the Academy and then it is completed on a 3-year cycle. The course is provided by Learn Upon, as part of on-going Trust-wide provision. Training concludes with an assessment, with a minimum pass rate prior to certification.
4. Monitoring of Equality, Diversity & Inclusion is gathered & monitored within the recruitment process.

### 5. The Academy Community

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

#### Progress 8 – Gap Analysis

Cohort	Gender Gap	SEND Gap (E)	Ethnicity Gap
Current Predictions	0.6	-0.37	0.03
2019/20 (CAGS)	0.53	-0.11	0.58
2018/19	0.43	-0.81	0.75

*Gender Gap is shown in favour of females.*

- The gap between ‘male and female’, and ‘SEND and other’ progress remains a key focus on the school.
- Internal CPD provides a focus on the development of strategies to improvement the engagement, attainment, and progress of key groups.



- Predicted outcomes are reviewed throughout the year at 5 regular intervals. As part of this process, the gap for key groups is monitored to measure the impact of any strategy.
- Attitude to learning scores are reviewed throughout the year at 5 regular intervals. As part of this process, the gap for key groups is monitored to measure the impact of any strategy.

Through an anti-bullying survey conducted in the Autumn term we ascertained that overall, there reduction in bullying of 21% from 2019/2020 to 2020/2021. All students regardless of indicators that indicated bullying was the same or more prevalent than last year, received HoY intervention. This made up 35% of the cohort compared with 56 % last year. 91% of student feel bullying is infrequent. Points to note from the return of this survey relating protected characteristics, though some are small groups are:

- AOMB – 100% of students enjoy being at Caister Academy
- AOWB – 83% of students enjoy being at Caister Academy
- AOBB – 100% of students felt that bullying was a problem last year, but is not a problem now
- G/R – 100% enjoy being at Caister Academy and know how to report bullying
- WABA – 100% do not feel that bullying was a problem last year or this year
- WABC – 100% of students know how to report bullying
- WA - 100% of students enjoy being at Caister Academy

To tackle bullying further, 77 students have been appointed onto student council from across year groups where they work with staff and their peers to form new strategy to help protect our more vulnerable communities. 37% of these student council representatives are PP which is representative of our whole school PP community.

This year we have a Head of Year system whereby each year group has a full-time non-teaching HoY, and SLT link to drive forward our Academy vision for all students. During the Autumn and Spring term our HoY have used assemblies and form times to educate against bullying and address individual cases of with the students and their parents.

Though challenging this year to coordinate, we have implemented 35 after school clubs comparing to just 6 last year. Specific thought is given to attracting the attendance from all our school communities when developing the extracurricular offer. An example of this is year 8 boys dance where 60% are PP.

- Data on career progression across pupil cohorts

Destination	2018	2019
Education	96.3	96.0
Employment	0.0	0.8
Apprenticeship	2.8	2.4
NEET	0.0	0.0
Unknown	0.9	0.8

- Data on exclusions 2019-2020:



Permanent Exclusion number	Sep19 – Jul20	Fixed Term Exclusions – Days and Number	Sep19 – Jul20	
			Days	Nu.
Overall (691)	4	Overall (691)	196	92
Dis. (263)	3	Dis. (263)	111.5	56
EAL (79)	0	EAL (79)	7	3
LAC (4)	0	LAC (4)	8	2
SEND (170)	4	SEND (170)	196	92
SEND E (14)	0	SEND E (14)	24.5	13
SEND K (156)	4	SEND K (156)	100	45
SEND N (521)	0	SEND N (521)	71.5	34
Boys (330)	3	Boys (330)	126.5	57
Girls (361)	1	Girls (361)	69.5	35

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

- The curriculum is designed to provide a breadth of experiences in different disciplines so that all students can form positive relationships based on their passions and talents.
- Cultural capital will be a focus in curriculum refinement so that all subjects consider the common and unique cultural experiences of individuals and use these as a platform for building understanding and tolerance of differences.
- Curriculum diversity will be a focus in curriculum refinement so that all subjects consider the use of information from a culturally diverse range of sources.
- The curriculum embeds the study of PSHE and Ethics as important subjects, allowing for the development of the 'Fundamental British Values' – including individual liberty and mutual respect.
- Assemblies - assemblies delivered whole school throughout the academic year include Equality and Diversity, Mental Health and Healthy Relationships

The Academy actively promotes education around disability, race, religion, and sexual orientation through a robust PSHE curriculum. Some examples of specific strands are:

Year 7

Living in the wider world: Investigating British identity and the issues of prejudice and discrimination including disability, understanding the need for tolerance, and understanding for the different societies that exist in modern day Britain.



## Year 8

**Prejudice:** Students will investigate the topic of prejudice, exploring the subjects of tolerance, extremism and how to prevent radicalization.

**Healthy Relationships:** Understand the power of peer pressure and how to deal with the stresses of modern-day life.

## Year 9

**Healthy Relationships:** Students will explore the topics of body image. Understand the power of peer pressure and how to deal with the stresses of modern-day life.

**Rights and Responsibilities:** Explore the fundamental issue of Human rights and where these are not met.

## Year 10

**Health and Wellbeing:** Students will explore the issues of mental health and social anxiety while looking at how these can be affected by our use of social media. Students will explore the issue of mental health and factors that can both negatively and positively affect this.



## Appendix 2

### Equality objectives

Our equality objectives for Caister Academy for the academic years 2020-21 and 2021-22 are:

- For any gap between any specific group, for example pupil premium students, SEND students, EAL students... and all students, to be lower than the national gap, in the following areas:
  - Progress, as measured by:
    - Overall Progress 8
    - English Progress 8
    - Mathematics Progress 8
  - Curriculum, as measured by:
    - EBacc subject uptake
  - Attendance, as measured by:
    - Attendance
    - Persistent absence
  - Behaviour, as measured by:
    - Proportion of fixed term exclusions
    - Proportion of repeat fixed term exclusions
  - Engagement, as measured by:
    - Attendance at after school activities
    - Attendance on trips
    - Representation with student leadership opportunities
- Continue to ensure the curriculum continues to deliver a broad and balanced education encompassing equality in all areas.
- Continue to ensure that recruitment processes provide equality of opportunity for all.

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.

April 2021