

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 Bulwell Academy school community

Appendix 2 outlines the equality objectives for The Bulwell Academy



Appendix 1

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

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

The Bulwell Academy does this:

- 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
- Through staff being reminded of their duties under the Act during CPD at the start of each year and regularly throughout the year at key meetings
- Through the online training “Equality, Diversity and Inclusion” provided by Marshall 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.
- Through regular monitoring of equality data through its recruitment processes.
- Through regular monitoring and analysis of behaviour data

2. The Academy Community:

- The percentage of pupils who have been eligible for free school meals at any point in the past six years is 52% compared to 18% nationally.
- The percentage of pupils from ethnic minority backgrounds is 23% compared to 23% nationally.
- The percentage of pupils who speak English as an additional language is 9% compared to 17% nationally.
- The percentage of pupils who have special educational needs or are disabled is 19% compared to 15% nationally.
- 46% of our pupils are girls compared to 50% nationally.
- The Bulwell Academy workforce consists of 101 females and 48 males in total. Of the total 149 members of staff, 18 are identified as BAME, with 5 registered as Disabled.
- Gaps remain between boys and girls, and between SEND and non-SEND students, however these are closing over time



- Student destinations data 2020:

Post 16

% Russell group level 6 course	% other level 6 course	% other training	% employment	% known NEET	% not known
0.00	50.00	8.33	41.66	0.00	0.00

Year 11

% Continued education in school	% College of Further education	% Training – Not employed	% Employment with planned training	% Employment without planned training	% NEET
18.75	62.5	10.00	3.75	1.25	3.75

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

- Boys underachieve in comparison to girls
- There are gaps in achievement between those in receipt of pupil premium and those that not in receipt, with attendance of those that receive pupil premium also being lower.
- Boys receive more fixed term exclusions and this impacts on their attendance and progress
 - The following steps have been taken in response to the data to advance equal opportunities
 - Male mentors have been appointed and will act of role models working with students both pastorally and academically.
 - The curriculum is being reviewed to ensure diversity and to change boys' perception of education
 - Increased expectations and the introduction of disruption free classrooms is already having a positive impact
- During 2020 there has been a slight increase in racist language used by students. This is being addressed with students through assemblies and the Ethics curriculum and staff are being offered additional CPD.
- Improving self-belief and expectations and aspirations of girls
 - Be her Lead is having a positive impact on girls' self-belief
- LGBT history month is celebrated in school, with resources shared in tutor time session, ethics lessons and via social media. Students are taught to respect others and there have been a decrease in homophobic incidents.



- Assemblies remind students of the power and importance of words and how used incorrectly can offend

- Participation data is difficult to report given Covid lockdown
 - Be her Lead has encouraged girls to participate more in after school activities and have more self-confidence
 - Duke of Edinburgh has involved the more able to participate in a wide range of activities including volunteering
 - Board games club has encouraged students with SEND to participate in afterschool activities.

- Career progression data shows a positive picture over time
 - 4.7% of the students who left in 2020 are classed not in education employment or training, with 80% continuing in school or attending college
 - University applications have more than doubled in the previous two years with students now applying to diverse universities.

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 is to ensure we enable students to develop into global citizens, by supporting them to become articulate, resourceful, creative independent characters with a strong moral purpose who engage with education and learning, as well as the wider world.

- The ethics curriculum ensures students are taught tolerance and respect for others, with specific units focusing on disability, sexism, race and racism, homophobia as well as the use of language which could offend

- Assemblies regularly address equality and diversity issues and link to our core values of respect, responsibility and resilience as well as to 'British Values'

- Mentors in Violence Project has empowered older students to support those in younger years and to challenge behaviour they feel does not match our value of respect

- LGBT/ Black history month are celebrated in school and via social media

- Community involvement had proved difficult in recent months; however, we have close links with the local primary schools and the toy library.



Appendix 2

Equality objectives

The equality objectives for The Bulwell Academy for Academic Year 2020-2021 are as follows:

- To improve the quality of provision and outcomes for SEND students.
- To increase student attendance at the academy across all key groups, particularly disadvantaged, WBR and SEND
- To improve outcomes across all EBacc subject area across all key groups, particularly disadvantaged and SEND
- To improve the levels of students' literacy across the academy to ensure that all students are capable of accessing the curriculum.
- To narrow the gaps in achievement between those that receive pupil premium and those that don't

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.