

Public Sector Equality Duty Statement of Intent 2023 - 2024

Review date: 11/10/23

Reviewed by: K Hicks

Ratified by: Noel Kennedy

Review date: October 2024

Statement of Intent

Equality Statement

This statement provides information about how Creative Education Trust (the Trust) and Thistley Hough Academy 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/carers 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/carers 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 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

The information below demonstrates the ways that Thistley Hough 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
- 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

Tuesday 21st November 2023

Tuesday 30th January 2024

Tuesday 4th June 2024

Tuesday 9th July 2024

Academy Improvement Board Meeting Schedule

Thursday 9th November 2023

Thursday 18th January 2024

Monday 13th May 2024

- All staff complete the online course “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.
- All staff complete training for safeguarding alongside annual refreshers of the ‘Keeping Children Safe in Education’ statutory guidance.



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

The Academy Community:

- The percentage of pupils who have been eligible for free school meals is 31.4% compared to 23.8% nationally.
- The percentage of pupils who speak English as an additional language is 34.1% compared to 20.2% nationally.
- The percentage of pupils that are Pupil Premium is 32.8% compared to 27.6% nationally.
- The percentage of pupils who have special educational needs or are disabled is 19.6% compared to 17.3% nationally.
- The Thistley Hough workforce consists of 34 males and 70 females in total. Of the total 104 members of staff, 9 are identified as BAME, with 1 registered as disabled.

The following steps have been taken in response to the data to advance equal opportunities:

- Our staff body is representative of our student body to provide aspirational role models to our young people.
- Increased expectations and a rigorous behaviour policy to support and the disruption free classrooms to support learning for all.
- 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 'Junior Leadership Programme'.
- Keep records of protected characteristics for all staff.
- Equal employment opportunities are in place.
- 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.

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

To develop and support all young people within the Academy, we explicitly design our Academy Curriculum, including all extra-curricular activities, assemblies and other interventions and enrichment offers in a way to foster a culture of equity and inclusivity on a day-to-day basis. 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 and Ambition Canon', 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.

In addition, the Ambition Curriculum programme is built around the key factors affecting young people in Stoke on Trent from the *Child Health Profile (March 2023)*, produced by Public Health England for Stoke on Trent and The 'Room to Grow' Children, Young People and Families' Strategy for 2020-24 (Stoke on Trent City Council) which has set out to address the key inhibitors of our young people in our community through six key outcomes (all young people have the right to be safe, healthy, achieving, nurtured, involved and prepared).

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.

Appendix 2



Equality Objectives

On the Academy Improvement Plan 2022 – 2024, we have embedded equality outcomes in each Improvement Area that enable equity and inclusivity for all students at Thistley Hough Academy. The Academy Improvement Plan is a live document reviewed by the Senior Leadership Team half termly. The equality objectives 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.

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.

