



*Creative  
Education  
Trust*

## **Public Sector Equality Duty Statement of Intent**

### **Equality Statement**

This statement provides information about how the Creative Education Trust ensures it meets its Specific Equalities Duties. The Public Sector Equality Duty requires our academies to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account as they have protected characteristics.

- Age
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership

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 schools aim to achieve.

This policy applies to both pupils and adults and its principles and values apply equally to everyone.

### **General Duties**

The three aims of the Public Sector Equality Duty are 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.

### **Specific Duties**



The two specific duties of the Public Sector Equality Duty are intended to help schools 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.

### **Principles and values**

We will collect and use equality information to help us to:

1. identify key issues
2. understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby, plan them more effectively
3. assess whether we are discriminating unlawfully when carrying out any of our functions
4. identify what the key equality issues are for our organisation
5. publish information to demonstrate how our academy is complying with the PSED
6. prepare and publish objectives to meet our PSED.

Appendix 1 provides information about the Three Peaks Primary Academy school community

Appendix 2 outlines the equality objectives for Three Peaks Primary Academy



## **Appendix 1**

### **The school community 2015/16**

The percentage of pupils who have been eligible for free school meals at any point in the past six years is 22.27% compared to 26% nationally.

The percentage of pupils from ethnic minority backgrounds is 5.8% compared to 32% nationally.

The percentage of pupils who speak English as an additional language is 1.16% compared to 20% nationally.

The percentage of pupils who have special educational needs or are disabled is 5.56% compared to 13% nationally.

49.65% of our pupils are girls compared to 49% nationally.

0 pupils have been permanently excluded during this period 0 of these pupils had a protected characteristic as follows ...

There were 0 recorded bullying incidents during this period. 0 of the victims had a protected characteristic as follows ...

Our workforce is 6 males and 35 females. Including lunchtime supervisors 51 females

The following data are taken from RaiseonLine and show the academic achievement of different groups of pupils in 2015/16 national assessments.



	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
all pupils	57	all	40	53	4	5
male	26	same	35	49	0	5
female	31	same	45	57	6	6
disadvantaged	21	non	19	60	0	7
other	36	same	53	60	6	7
Free School Meals	20	non	20	59	0	7
Children Looked After	1	non	0	53	0	5
SEN with statement or EHC plan	0	all	-	53	-	5
SEN support	1	all	0	53	0	5
no SEN	56	same	41	61	4	6
on roll in years 5 & 6	57	same	40	55	4	6
English first language	56	all	41	53	4	5
English additional language	0	all	-	53	-	5
<b>Prior attainment</b>						
overall low	0	same	-	6	-	0
overall middle	39	same	23	46	0	1
overall high	17	same	82	91	12	17
reading low	2	same	0	7	0	0
reading middle	35	same	20	48	0	1
reading high	19	same	84	91	11	18
writing low	0	same	-	10	-	0
writing middle	45	same	29	57	0	3
writing high	11	same	91	95	18	26
mathematics low	1	same	0	5	0	0
mathematics middle	44	same	30	49	0	2
mathematics high	11	same	91	91	18	20

  

	Cohort	National comparator type	Expected standard +		High standard	
			Sch %	Nat %	Sch %	Nat %
<b>Ethnic group</b>						
White	49	all	41	53	2	5
British	49	all	41	53	2	5
Irish	0	all	-	53	-	5
Traveller	0	all	-	53	-	5
Gypsy/Roma	0	all	-	53	-	5
any other White background	0	all	-	53	-	5
Mixed	2	all	50	53	0	5
White & Black Caribbean	0	all	-	53	-	5
White & Black African	0	all	-	53	-	5
White & Asian	0	all	-	53	-	5
any other mixed background	2	all	50	53	0	5
<b>Asian or Asian British</b>	0	all	-	53	-	5
Indian	0	all	-	53	-	5
Pakistani	0	all	-	53	-	5
Bangladeshi	0	all	-	53	-	5
any other Asian background	0	all	-	53	-	5
<b>Black or Black British</b>	3	all	67	53	33	5
Black Caribbean	3	all	67	53	33	5
Black African	0	all	-	53	-	5
any other Black background	0	all	-	53	-	5
<b>Chinese</b>	0	all	-	53	-	5
any other ethnic group	0	all	-	53	-	5
unclassified - refused	2	all	0	53	0	5
unclassified - not obtained	1	all	0	53	0	5

## Appendix 2



## **Equality objectives 2016/17**

Our equality objectives for 2016/17 are:

- To promote spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities . We aim to meet this objective with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.
- To narrow the gap between boys' and girls' attainment in the primary phase (Y2 – Y6).
- To promote cultural development and understanding through a rich range of experience, both in and beyond the school.
- To tackle prejudice and promote understanding in relation to race / religious

These objectives are described in more detail in the Academy development and improvement plan. Progress towards achieving these objectives is under constant review and is reported to governors at every local governing body meeting.