



*Creative
Education
Trust*

Public Sector Equality Duty Statement of Intent

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| Policy Owner | Director of Human Resources |
| Approved by | People and Remuneration Committee |
| Last reviewed on | September 2024 |
| Next review date | September 2028 |



1. Equality Statement

- 1.1 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).
- 1.2 The PSED requires the Trust, as a body carrying out public functions, to have due regard to:
- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - Advance equality of opportunity between people who share and people who do not share a relevant protected characteristic.
 - Foster good relations between people who share and people who do not share a relevant protected characteristic.

These are known as the General Duties of the PSED.

- 1.3 Having due regard to the need to advance equality of opportunity is defined further in the Act as having due regard to the need to¹:
- Remove or minimise disadvantages suffered by people due to their relevant protected characteristics.
 - Take steps to meet the different needs of people who share a relevant protected characteristic.
 - Encourage participation in public life or any other activity by underrepresented groups.
 - Take steps to meet the different needs of disabled persons.
- 1.4 The Trust is committed to actively examining current and proposed policies and practices, to ensure that they are not discriminatory under the Act.
- 1.5 The PSED also requires our academies to publish information about equalities, which can be found at Appendix 1.

2. Protected characteristics

- 2.1 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.
- 2.2 The protected characteristics under the Act are:
- Age (not applicable to children, but applicable to staff, parents and visitors)
 - Disability
 - Sex
 - Race, including colour, nationality, ethnic or national origin
 - Pregnancy and Maternity

¹ <https://www.equalityhumanrights.com/guidance/public-sector-equality-duty-psed>



- Religion or Belief
- Sexual Orientation
- Gender reassignment
- Marriage and Civil Partnership (applicable only to the first General Duty. Not applicable to children, but applicable to staff, parents and visitors)

2.3 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.

3. Specific Duties

3.1 The three specific duties of the Public Sector Equality Duty are intended to help academies meet the general duty. They are to:

- Publish equality information every year to demonstrate how the Trust is complying with PSED.
- Prepare and publish specific and measurable equality objectives, which are reviewed at least every four years.
- Publish gender pay gap information every year.

4. Principles and values

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

- Identify key issues, ensure equality for all and remove disadvantages suffered by those with protected characteristics.
- 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.
- 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.
- Ensure that staff and students alike are recognised for their talents.
- Identify what the key equality issues are for our organisation and all those accessing the facilities, resources and benefits provided by the Trust.
- Prepare and publish information to demonstrate how our Trust is complying with and meeting the PSED.



Appendix 1 provides information about the Ellis Guilford School community

Appendix 2 outlines the equality objectives for Ellis Guilford School



Appendix 1

The information below demonstrates the ways that the Ellis Guilford 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 children 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
 - Staff and governors are regularly reminded of their duties under the Equality Act via training.
 - The Ellis Guilford School monitors equality issues regularly.

2. Advance equality of opportunity between people who share a protected characteristic and those who do not. E.g.
 - Our school systematically analyses attainment and progress across all key child groups, including boys/girls, SEND/non-SEND, disadvantaged/non-disadvantaged, and major ethnic groups. This data allows leaders to identify gaps quickly and ensure intervention is targeted.
 - We ensure that every child, regardless of background or need has equitable access to learning and enrichment.
 - All subjects are planned with accessibility and 'high ambition for all' built in.
 - SEND children receive personalised support and adaptations so they can access the full curriculum.
 - Disadvantaged children benefit from funded or subsidised trips, revision materials, uniform, and extracurricular opportunities.
 - Staff training focuses on inclusive teaching, adaptive practice, and removing barriers.
 - We record and analyse all incidents of bullying, including those relating to race, disability, gender identity, religion, and sexual orientation.
 - Staff training on LGBTQ+ inclusion and safeguarding.
 - We lead a curriculum that reflects diverse identities and promotes respect.
 - We ensure clear signposting to pastoral, mental-health and external support organisations.
 - We track participation in:
 - Extracurricular clubs
 - Enrichment programmes
 - Trips and visits
 - Leadership roles (e.g., Prefects, Student Council)



- All children receive impartial careers advice.
 - Disadvantaged and SEND children get additional guidance and personalised transition planning.
 - Careers events, employer encounters, and work-related learning are monitored to ensure equal access for all groups.
 - We analyse exclusions by child group each term to identify patterns and inequalities.
3. Foster good relations between people who share a protected characteristic and those who do not. E.g.
- Our school actively promotes positive relationships, respect, and understanding across all child groups. We do this through a combination of curriculum design, pastoral systems, whole-school culture, and community partnerships. The following outlines our approach:
 - PSHE and RSE units explore equality, discrimination, identity, and respectful relationships.
 - Subjects such as English, History, and RE feature diverse voices, cultures, and perspectives, helping children understand the experiences of others.
 - Schemes of learning regularly highlight contributions from people with a range of protected characteristics (e.g., disability rights campaigners, global religious leaders, scientists from minority groups).
 - Classroom discussion routines teach children how to listen respectfully and value different viewpoints.

Appendix 2

Equality objectives

Our equality objectives for 2026-2028 are:

- To increase participation by disabled children in after school activities
- Narrow the gaps in achievement between those that receive pupil premium and those that don't
- To raise the attendance levels of students with SEND
- Ensure the curriculum includes non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion

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.