



*Creative
Education
Trust*

Public Sector Equality Duty Statement of Intent

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 pupils, 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 pupils, 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 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
 - Staff are reminded of their duties under the Act during CPD at the start of each year and regularly throughout the year at key meetings
 - Staff receive training “Equality, Diversity and Inclusion” as part of ongoing Trust-wide provision, via Learn Upon. 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. This is completed on a 2-year cycle.
 - Equality data is regularly monitored through the recruitment process.
 - Equality data is regularly monitored through regular analysis of behaviour data.

2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - The percentage of pupils who have been eligible for free school meals at any point in the past six years is 45.5% compared to 19.7% nationally.
 - The percentage of pupils from ethnic minority backgrounds is 56.4% compared to 23% nationally.
 - The percentage of pupils who speak English as an additional language is 32.3% compared to 17% nationally.
 - The percentage of pupils who have special educational needs or are disabled is 19.2% compared to 15% nationally.
 - 43.8% of our pupils are girls compared to 50% nationally.
 - The Ellis Guilford School workforce consists of 98 females and 50 males in total. Of the total 148, 4 are registered as Disabled.
 - Gaps remain between boys and girls, and between SEND and non-SEND students.

 - 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:

- External male mentors have been procured to work directly with affected students and to act as role models (Commando Joe).
 - Diverse curriculum geared towards improving male perception of education.
 - Increased and reinforced expectations are demonstrating a positive impact.
 - Improving self-belief and expectations and aspirations of girls, tailored smaller group workshops targeting students identified with anxiety and esteem issues
 - Collaboration with Nottingham Targeted Youth Service's (NTYS) Young Men and Young Women's groups.
 - Promotion and referrals to NTYS Mood and Food sessions at Bulwell Riverside centre
 - Appointment of inhouse student mental health wellbeing mentor to offer additional pastoral support and guidance.
 - 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 has been a decrease in homophobic incidents.
 - CET "It's Not Okay" promotion used to support the school value of equality in every classroom
3. 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 equality, integrity and ambition. There is continued promotion of a high expectation culture.
 - LGBT/ Black history month are celebrated in school and via social media
 - We have close links with the local primary schools and have a new transition strategy to grow community involvement over the next academic year.
 - We have appointed a Community Hub Leader to strengthen links with our local community and to offer support to all community stakeholders.



Appendix 2

Equality objectives

Our equality objectives for The Ellis Guilford School for this period are:

- To increase participation by SEND children in after school activities
- To narrow the gaps in achievement between those that receive pupil premium and those that don't
- To narrow the gaps in achievement between boys and girls
- To raise the attendance levels of children whose first language is not English
- To increase student attendance at the academy across all key groups, particularly disadvantaged and SEND
- Ensure the curriculum includes non-stereotypical images in order to overcome preconceived ideas of gender, ethnic origin, culture or religion
- To improve the levels of students' literacy across the academy to ensure that all students are capable of accessing the curriculum

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.