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 to[1]:

- 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

[1] https://www.equalityhumanrights.com/guidance/public-sector-equality-duty-psed

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

- 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 **add academy name here** Academy school community

Appendix 2 outlines the equality objectives for **add academy name here** Academy

Appendix 1

The information below demonstrates the ways that the Three Peaks Primary 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
        - SEND Information Report
        - Relationships & Sex Education (RSE) Policy
        - Admissions Policy

Staff are reminded regularly of their duties via updates, staff meetings and CPD. All staff have undertaken Equality, Diversity and Inclusion training. Whenever policies are reviewed and updated, we always take into account any relevant equal opportunity implications. We promote a culture in which parents feel comfortable to approach the school with concerns or difficulties. Strong relationships between staff and parents has helped to develop a culture where the strengths and needs of protected characteristic groups are understood, acknowledged and valued. Advance equality of opportunity between people who share a protected characteristic and those who do not.

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

We regularly analyse the progress and attainment of all pupils and specific groups of pupils in order to identify any variations. Pupils are looked at individually and school leaders, alongside teachers, examine the reasons for the variations. Pupils are then supported in a way that is most appropriate for them. We have extremely low incidents of bullying in school. Written logs are kept of evidence to help to determine any trends. Where there are incidents, they are dealt with swiftly. When a child demonstrates intolerance or disrespect with regards to the characteristics of another person we will work with that child and their parents to strengthen their understanding of why their behaviour or language has not been appropriate. We offer a range of extra-curricular clubs to all of pupils each term. Pupils from all protected characteristic groups and their parents choose which clubs they would like to attend.

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

- Our curriculum is inclusive to all pupils and adaptations are made where necessary. Specific PSHE (Personal, Social, Health and Economic) and RSE (Relationship and Sex Education) lessons across all year groups promote good relations between pupils with different protected characteristics.
- Celebrate world festivals and religious celebrations; including holding our own annual 'cultural day' in school.
- Community involvement with local places of worship.
- Assembly themes that are important for children, staff and families across the protected characteristic groups. Themes that also promote British Values to develop their understanding and model good practice.
- Promote and work with the pupils and staff on our school values of - collaboration, respect, equality, ambition, trust, independent, voice and empathy.

4. **Appendix 2**

Equality objectives

Our equality objectives for 2026 - 2028 are:

- To ensure that enrichment is accessible to students regardless of background or group membership.
- To close the gap between disadvantaged pupils and non-disadvantaged pupils.
- Ensure that the curriculum recognises and celebrates the diversity within our community and the wider world.

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.