

Public Sector Equality Duty Statement of Intent

Policy Owner	Director of Human Resources
Approved by	People and Remuneration Committee
Last reviewed on	September 2024
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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 Queen Eleanor Academy school community.

Appendix 2 outlines the equality objectives for Queen Eleanor Academy



Appendix 1

The information below demonstrates the ways that Queen Eleanor 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
 - Queen Eleanor Academy Admissions Policy
 - Staff / Governors are reminded of their duties under the Act in all formal hearings, for example disciplinary hearings, exclusions and where required in Academy Council meetings.
 - All staff at Queen Eleanor Academy have completed Equality Act training.
 - The Academy also ensures it refers back to the Equality Act in many areas of school systems and procedures including:
 - Curriculum Design and Delivery: to ensure our curriculum is accessible and inclusive for students of all backgrounds, including those with disabilities and those from minority ethnic groups.
 - Admissions and Exclusions: to ensure our admissions and/or exclusions do not discriminate based on race, disability, or any other protected characteristic.
 - Staff Recruitment and Development: to ensure fair recruitment and promotion practices. Queen Eleanor Academy seeks to provide equal opportunities and reasonable adjustments for staff with disabilities and ensure that recruitment panels are trained to avoid unconscious bias.
 - Addressing Bullying and Harassment: were they to arise; to tackle any form of racial harassment, homophobic bullying and other forms of discriminatory behaviour among students and staff.
 - Setting Expectations for Behaviour and Discipline: disciplinary actions are applied consistently and do not disproportionately impact specific groups, such as those with special educational needs or students from ethnic minority backgrounds.
 - Student Assessment and Support: When conducting assessments, the school utilises varied methods to accommodate different learning needs (for example extra time, readers and scribes) to avoid disadvantaging certain groups.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.



- Analysis of attainment data between groups of pupils (e.g. boys / girls / disabled / non-disabled) to ensure that any gaps in progress are addressed
 - Assessment and other data is utilised to inform support provided for students with identified need.
 - The school continuously monitors any incidents of bullying or discriminatory behaviour and promptly addresses any emerging patterns through teaching or wider pastoral intervention – assemblies, tutorials and other restorative interventions.
 - The academy ensures that it's curriculum, particularly the Personal Development Curriculum, recognises and celebrates diversity as well as immediately addresses any incidents of prejudice or discrimination as they may emerge.
 - The academy ensures that all students receive the same enrichment offer within their age group and where disadvantage may impact on access or participation, the school seeks to address this through reasonable adjustments or where relevant, funding support.
 - Data on exclusions is continuously monitored to ensure that the academy is aware of any emerging patterns that may indicate risk of bias and reviews its policy accordingly.
3. Foster good relations between people who share a protected characteristic and those who do not.
- The school uses its values, particularly those of courtesy, collaboration and integrity as well as British Values to underpin it's approach to all students and stakeholders within the community it serves. This is evident through:
 - The expectations of behaviour and conduct for students and staff.
 - Assemblies.
 - Community involvement.
 - External speakers and representatives from minority groups.
 - Cultural celebrations that celebrate the diversity within the community.
 - Curriculum Drop down days.



Appendix 2

Equality objectives

Our equality objectives for the academic year 2024-2025 are:

- Increase the enrichment offer for all students.
- To ensure that enrichment is accessible to students regardless of background or group membership.
- Narrow the gaps in achievement between those that receive pupil premium and those that do not.
- Narrow the gaps in achievement between students that have a diagnosis of SEND and those that do not.
- To raise the attendance levels of students whose first language is not English
- 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.