



*Creative  
Education  
Trust*

# Public Sector Equality Duty Statement of Intent

<b>Policy Owner</b>	Director of Human Resources
<b>Approved by</b>	People and Remuneration Committee
<b>Last reviewed on</b>	September 2024
<b>Next review date</b>	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<sup>1</sup>:
- 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

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<sup>1</sup> <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 Hart School community

Appendix 2 outlines the equality objectives for The Hart School



## Appendix 1

The information below demonstrates the ways that The Hart 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
    - Induction of all new staff to include staff code of conduct
    - Regular monitoring of equality data through our recruitment process
    - Regular monitoring and analysis of behaviour data
    - Through the online training “Equality, Diversity and Inclusion” provided by Learn
    - Upon E-Learning Consultancy, as part of ongoing Trust-wide provision. 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. Completed
      - on a 3-year cycle.
    - Monitor the SEN register to regular and support pupils with a medical history
    - Annual safeguard training for all staff and AC members
    - Signposting the CET policies and our website and making them available for staff.

### School Community data

- The percentage of pupils who have been eligible for free school meals at any point in the past six years is 26.52% compared to 24.6% nationally.
- The percentage of pupils from ethnic minority backgrounds is 9% compared to 37% nationally.
- The percentage of pupils who speak English as an additional language is 2.84% compared to 20.8% nationally.
- The percentage of pupils who have special educational needs or are disabled is 20.19% compared to 18% nationally.
- 49.23% of our pupils are girls compared to 49% nationally.
- The Hart School workforce consists of 119 females and 39 males in total. Of the total 154 members of staff, 9 are registered as Disabled.



- Gaps remain between boys and girls, and between SEND and non-SEND students, however these are closing over time.

### Student destinations data 2023/4

The NEET figures for The Hart School are given in the table below alongside the average NEET figures for both The Hart School area and nationally.

Academic Year	The Hart School	The Hart School Average	National Average (England)
2018-19	1.1%	1.2%	4.5%
2019-20	0.5%	2.2%	4.9%
2020-21	1.6%	2.5%	5.0%
2021-22	1.6%	2.5%	4.7%
2022-23	1.0%	2.9%	4.1%
2023-24	Unavailable till March 2025		

### Year 11 Post 16 2022-23

Continuing with structured learning	Continued full-time education	Structured learning in the workplace	Jobs with no structured learning	% NEET
97.1%	90.2%	6.8%	1.5%	1.0%

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

- Attainment data between groups of pupils (e.g. boys / girls / disabled / non-disabled)
- What steps have been taken in response to the data to advance equal opportunities
- Evidence of increases / decreases in bullying of pupils with protected characteristics
- Where data is harder to obtain, for example data on sexual orientation, then it may be good practice to include links to external resources information about how an academy supports those pupils, and what initiatives, training, policies have been put in place by the academy.
- Data on participation in school activities of different groups
- Data on career progression across pupil cohorts
- Data on exclusions



### **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 of our curriculum is to ensure we help students to develop into global citizens, by supporting them to become articulate, resourceful, creative, independent people with a strong moral purpose who engage with education and the wider world responsibly and with curiosity.

One way in which we seek to meet this aim is through the 'Ambition Curriculum', through which, learners engage in numerous aspects of life, outside of the traditional curriculum.

All students across years 7-13 receive weekly curriculum time within this curriculum area. Broad themes have been implemented throughout the curriculum to ensure students are exposed to a wealth of knowledge and experiences that help to deepen the scope of students understanding / perspectives. Aligned form activities through the Ambition Curriculum, guest speakers and drop-down days and assembly foci provide cohesion across the Academy under the umbrella of the Ambition Curriculum.

The Ambition Curriculum programme is contextual to our Academy and local community, whilst connected to wider global issues. Through exposure to some of the issues that our young people are facing, locally and globally, we equip students with the knowledge and understanding of how to grow, achieve, thrive in our society, irrespective of their starting point in life. By learning about the connections and issues within our communities, students will understand their place and want to actively engage and achieve in them.

The Ambition Curriculum connects academic and social life in the Academy through character education and growth, so that individuals can express themselves and, at the same time, build the key skills and competencies that they need to succeed in the wider world. The spiral curriculum covers statutory requirements which came in to place in September 2020 under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) and Health Education at Key Stages 3, 4 and 5.

Our curriculum provides a comprehensive coverage of the statutory guidance and includes economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk, which remains vitally important for pupils' personal development, as well as in supporting the Academy to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy. The Ambition Curriculum has its own specific aims for our students – indeed, students will:

- Be able to form safe and loving relationships, recognising when those relationships are no longer appropriate, and able to respond accordingly.
- Be able to understand how to lead a physically and mentally healthy lifestyle, and how to address issues which might be affecting their own health.
- Be introduced to the adult world, with a basic understanding of financial decision making, career prospects, family life and recognising and responding to prejudice.
- Know what the 'British Values' are and why they are an important part of being a British Citizen.
- Know what support is available to them both in and out of school. This refers to physical and mental health, careers, relationships and support relating to potential criminal activity.



- PSHE curriculum covers Equality Act 2010 and teaches about diversity and acceptance of others
- KS4 ethics curriculum is embedded throughout KS4 PSHE lessons so students understand different viewpoints based on faith & religion.
- HART values focus on perseverance, respect, independence, determination and engagement
- Diversity Ambassadors plan activities for Pride month to educate about the LGBTQ community
- Culture week led by diversity ambassadors with drop down days focusing on different cultures throughout the world and here in the UK.
- Assemblies for key dates including black history month, men's mental health, international Women's day, disability awareness (Epilepsy awareness day)  
Supporting community events throughout the year





## Appendix 2

### Equality objectives

Our equality objectives for 2024 – 2028 are:

- **Objective 1:** To promote cultural understanding and awareness by valuing and celebrating various cultures and religious beliefs amongst the different ethnic groups within our school community.

**Why we have chosen this objective:** We want our community to identify with their school and to feel that their culture and religious beliefs are valued and celebrated.

- **Objective 2:** To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities.

**Why we have chosen this objective:** To ensure that every student has every opportunity to develop cultural capital and skills for life.

- **Objective 3:** To ensure all students our PP and students with SEND, have the reasonable adjustments they need in order to access the curriculum and make academic progress in line with their peers.

**Why we have chosen this objective:** Our data identifies the progress of these groups of students sometimes lags behind progress of other students.

- **Objective 4:** To continue to reduce suspensions from school and improve attendance / persistent absence in particular for PP and SEND students.

**Why we have chosen this objective:** Our data indicates that these groups are overrepresented compared to Non-SEND and PP.

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.