

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 Caister Academy school community

Appendix 2 outlines the equality objectives for Caister Academy



Appendix 1

The information below demonstrates the ways that Caister 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
 - Termly Academy Council (AC) and Academy Improvement Board (AIB) meetings where staff / Governors are reminded of their duties under the Act.
 - Equality Act training.
 - The Academy monitors equality issues through Itrent database for recruitment and line management structure
2. Advance equality of opportunity between people who share a protected characteristic and those who do not:
 - Robust monitoring and analysis of attainment data between groups of pupils including:
 - gender
 - disability
 - SEND
 - EAL
 - Free School Meals
 - Young carers
 - Caister Academy monitors all the above groups through the assessment dashboards used by all leaders. Curriculum leads must discuss attainment gaps between these groups and the rest of the cohort (where applicable)
 - The options process delivered in Year 9, ensures that students have full access to a broad and balanced curriculum and qualification offer for all pupils
 - Ongoing assessments for Access Arrangements at KS4 to support students with additional needs are conducted by the SENDCo and utilises external agencies to validate the decisions to award access arrangements.
 - Careful recording and analysis of child-on-child abuse incidents through our 'Pastoral Investigation' system between groups of pupils including:
 - gender
 - disability
 - SEND
 - EAL



- Free School Meals
 - Young carers
 - Balanced Personal Development provision that monitors the offer between pupils including:
 - Elective and Step Up offer
 - Trips, visits and in school enrichment opportunities
 - Holiday provision
 - Student Leadership
 - Student voice activity
 - Work experience
 - Careers guidance and provision
 - The academy works with 'Educating with Pride' to provide education and mentoring for pupils around sexual orientation
 - Through Academy Improvement Board monitoring and presenting, and other internal meeting structures, the data is monitored and changes to the Academic and Behaviour curriculum made. In extreme circumstances staffing is adapted to meet changing needs.
 - Data on career progression across pupil cohorts is monitored through close liaison with further education providers and primary data capture with students on their GCSE results day. We ensure, through early identification, any students at risk of being neither in education, employment or training are triaged by the careers team and prioritised for careers appointments.
 - Leaders carefully monitor behaviour data linked to lesson removals, internal exclusions and suspensions to swiftly identify trends and ensure equality when applying consequences.
 - Suspensions are considered in line with the Equality Act and following consideration of individual circumstances, reasonable adjustments and previous interventions.
3. Foster good relations between people who share a protected characteristic and those who do not:
- The personal development offer at Caister seeks to educate pupils through:
 - Assemblies
 - PSHE curriculum
 - Personalised learning sessions
 - Form time provision
 - Targeted seminars and workshops led by external speakers.



Appendix 2

Equality objectives

Our equality objectives for 2026-2030 are:

- Increase number of SEND and PP students taking part in the show cases
- Reduce the number of homophobic incidents
- Narrow the gaps in achievement between those that receive pupil premium and those that don't
- To raise the attendance levels of students whose first language is not English
- 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.