



*Creative
Education
Trust*

Public Sector Equality Duty Statement of Intent

Equality Statement

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).

The PSED requires the Trust, as a body carrying out public functions, to have due regard to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

These are known as the General Duties of the PSED.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

The Trust is committed to actively examining current and proposed policies and practices, to ensure that they are not discriminatory under the Act.

The PSED also requires our academies to publish information about equalities, which can be found at appendix 1.

Protected characteristics

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.

The protected characteristics under the Act are:



- Age (not applicable to pupils, but applicable to staff, parents and visitors)
- Disability
- Sex (gender)
- Race (ethnicity)
- Pregnancy and Maternity
- Religion and Belief
- Sexual Orientation
- Transgender
- Marriage and Civil Partnership (applicable only to the first General Duty. Not applicable to pupils, but applicable to staff, parents and visitors)

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.

Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help academies meet the general duty. They are to:

1. publish information to demonstrate how the academy is complying with the PSED. This information must include, in particular, information relating to people who share a protected characteristic
2. prepare and publish equality objectives.

Application

This policy applies to pupils, staff and visitors to any academy within the Trust and its principles and values apply equally to everyone.

Principles and values

We will collect and use equality information to help us to:

1. identify key issues, ensure equality for all and remove disadvantages suffered by those with protected characteristics
2. 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
3. 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
4. ensure that staff and students alike are recognised for their talents
5. identify what the key equality issues are for our organisation and all those accessing the facilities, resources and benefits provided by the Trust.
6. prepare and publish information to demonstrate how our academy is complying with and meeting the PSED



Appendix 1 provides information about the Lynn Grove Academy school community

Appendix 2 outlines the equality objectives for Lynn Grove Academy



Appendix 1 Our Context

The percentage of pupils who have been eligible for free school meals at any point in the past six years is 29.4% compared to 17% nationally.

The percentage of pupils from ethnic minority backgrounds is 9% compared to 23% nationally.

The percentage of pupils who speak English as an additional language is 9.7% compared to 17% nationally.

The percentage of pupils who have special educational needs or are disabled is 13.2% compared to 15% nationally.

53.3% of our pupils are girls compared to 50% nationally.

School workforce consists of 98 females and 42 males in total. Of the total 140 members of staff, 1 is identified as BAME, with 7 registered as Disabled.

The information below demonstrates the ways that the Lynn Grove 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
 - Young Carers' Policy
 - All 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
 - All staff complete the online course "Equality, Diversity and Inclusion" provided by Marshall ELearning Consultancy, as part of ongoing Trust-wide provision. This course is completed on a 3-year cycle.
 - Through regularly monitoring equality outcomes data resulting from the recruitment process
2. Advance equality of opportunity between people who share a protected characteristic and those who do not by
 - Analysing attainment data to identify and address emerging gaps in attainment and achievement between different groups



- Carefully analysing data relating to bullying and unkindness and taking remedial steps are taken where there is evidence of activity undermining equality of opportunity
 - Carefully analysing data relating to negative behaviour incidents and taking remedial steps are taken where there is evidence of activity undermining equality of opportunity
 - Training staff to be aware of unconscious bias when assessing pupils' work
 - Monitoring data on participation in school activities of different groups and intervening to ensure that where gaps emerge steps are taken
 - Consulting widely with pupils to gather their views
 - Intervening early with pupils at risk of NEET to help ensure positive progression paths for them
 - Being a Stonewall Champion School
3. Foster good relations between people who share a protected characteristic and those who do not by.
- Selecting curriculum resources that reflect the school's commitment to Equality of Opportunities
 - Offering a very comprehensive PHSE curriculum that is taught by specialists and form tutors bringing the advantage of high degrees of specialism and general engagement with equalities issues
 - Holding Assemblies that highlight diversity
 - Compensating for our geographic isolation by arranging a wide variety of educational visits nationally and internationally



Appendix 2

Equality objectives

Our equality objectives for the Academic Year 2020 21

- To narrow attendance gaps for between groups of pupils (SEND and Non SEND, FSM and non FSM)
- Narrow the gaps in achievement between those that receive pupil premium and those that don't
- Ensure the curriculum content and resources do not reinforce 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 regularly reviewed and is reported to governors at every local governing body meeting.