



*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 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

¹ <https://www.equalityhumanrights.com/guidance/public-sector-equality-duty-psed>



- 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 **Ash Green School** community.

Appendix 2 outlines the equality objectives for **Ash Green School**.



Appendix 1

The information below demonstrates the ways that the Ash Green 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

The Academy Improvement Board (AIB) meets to support and monitor progress towards objectives. Members of the Academy Improvement Board and Academy Council are reminded of their duties under the act at the following meetings:

Academy Improvement Board

- Friday, 15 November 2024
- Tuesday, 25 March 2025
- Tuesday, 17 June 2025

Academy Council

- Wednesday, 27 November 2024
- Tuesday, 11 February 2024
- Tuesday, 8 April 2025
- Tuesday, 1 June 2025



Equality Act Training

All staff complete online courses Equality Diversity and Inclusion provided by Smartlog as part of the CET 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. This is completed on a 3 year cycle.

Staff also complete annual Safeguarding Training, E Safety Training and modern Day Slavery Training which covers duties outlined in the policies above.

All teaching staff have received training in understanding protected characteristics and challenging discriminatory behaviours

Students are currently taking part in a PSHE programme within their tutor time programme called 'Accept and Respect' which focuses students on understanding the importance of equality and diversity and how to create an inclusive environment for all.

Progress and Attainment

- EAL students perform nearly a grade better than EAL students with the average P8 score for EAL 0.51 in comparison to non-EAL students -0.4 for 2023 outcomes.
- The gender gap in progress between males and females is closing with average P8 scores of -0.35 for boys compared to -0.45 for girls for 2023 outcomes.
- SEN perform below national (-0.91) for 2023 outcomes.
- Disadvantaged is below national at -0.93 P8 for 2023 outcomes.

School Population

- The Ash Green workforce consists of 77 females and 37 males in total.
- There are 27 female teachers in comparison to 23 male teachers.
- There are 39 female support staff in comparison to 14 male support staff employed by the school.
- Ash Green school has 922 students in years 7-13
- 53% of the student population are boys compared to 47% girls.
- 17% of the student population are SEND students.
- 14% of the student population are EAL.
- The percentage of students from ethnic minority backgrounds is 31%.



What steps have been taken in response to the data to advance equal opportunities?

SEN and Disadvantaged progress is a priority area for improvement in the school improvement plan.

We have promoted diversity, equality and inclusion through our personal development programme, specifically our bespoke 'Accept and Respect' PSHE weekly sessions that promote a climate of inclusivity.

Increased expectations and the introduction of disruption free learning is already having a positive impact for all groups of students.

SEND students are targeted for early careers and CEIAG intervention.

Under-represented groups are targeted for engagement in taking on leadership roles around the schools through our school leadership programme.

Bullying trends of pupils with protected characteristics

Online reporting systems for reporting bullying for parents and students have been utilised to record and follow up. This form is accessible through the website and anti-bullying page.

All staff have received CPD in identifying the signs of bullying behaviour

We are committed to reducing bullying behaviors and are working closely with the Anti-Bullying Alliance on the United Against Bullying plus programme for 2023-25.

Exclusion trends and students with protected characteristics

Ash Green School made 8 permanent exclusions in 2023-4

Of these, 4 were male; 4 were female

7 of these students were PP recipients.

88% of the students permanently excluded had a white ethnic background.

Ash Green school participates in local arrangements with Warwickshire Local Authority including off site provision to reduce exclusion from school, particularly for students with protected characteristics.



2. Ash Green school foster good relations between people who share a protected characteristic and those who do not through a wide range of activities which include:
- Delivery through our comprehensive PSHE programme which is designed to have flexibility to adapt the sequencing of our curriculum to support current needs within the local community.
 - A tutor time programme that includes a weekly 'Accept and Respect' session focused on developing students' understanding of Diversity and Equality to create a culture of inclusivity.
 - Promoting fundamental British Values in the scheduled assembly programme and weekly tutor time activities.
 - Taking every opportunity to celebrate diversity. This includes Black History month through assemblies and whole school competition; religious events including Diwali; the Holy Month of Ramadan and LGBTQ+ History month.
 - The student leadership team which includes sub committees led by Sixth form student leaders which includes an eco-schools committee; diversity committee and Anti-Bullying ambassadors.
 - Specialist sessions provided by external agencies such as mental health and well-being sessions led by COMPASS; HSB and consent sessions and Anti-Bullying sessions led by Loudmouth theatre company.
 - A comprehensive PSHE curriculum delivered across key stages 3 to 5 which has its own specific aims for our students: to provide them with the information, skills and guidance to develop agency and confidence to make informed and ambitious choices by recognising and nurturing the skills they already possess and providing them with the knowledge and skills they need.
 - Students are taught to form safe and loving relationships, recognizing when those relationships are no longer appropriate, and are able to respond accordingly.
 - All students are taught to understand how to lead a physically and mentally healthy lifestyle, and how to address issues which might be affecting their own health.
 - All students are provided with opportunities to have their voice heard, utilizing different means to share student voice, including through student leadership committees, termly surveys, diary room drop ins and the student voice app which students can access freely when they choose to. This is monitored daily by our deputy DSL.
 - The curriculum is designed to promote academic excellence and support and encourage students to develop and thrive in their community and beyond. One of the curriculum intentions is to ensure students experience a fully inclusive learning environment and are well prepared to embrace modern society in their local community and beyond as world citizens.
 - This is achieved through the inclusive curriculum design and delivery where we focus on the individual and support all students to make progress irrespective of their starting points through Quality First Teaching. Curriculum sequencing is carefully planned to ensure that knowledge and skills are developed and embedded throughout the Key Stages and that the curriculum is accessible to all.
 - Opportunities are identified and sought through the curriculum subject areas and PSHE to focus on Race and Diversity, relationships, Health and well being,



sexual orientation, religion, discrimination and prejudice, cultural differences and British Values.

- Beyond the academic curriculum our enrichment programme is designed to expose our students to Cultural Capital. It includes a range of external visits accessible to all of our students outside of the local community to places of interest, galleries and theatres and trips nationally and abroad to provide a cultural experience to all of our students, many of which might not experience these in the absence of school.
- All students have the opportunity to take part in CET Knowledge Connected Days where they work with employees from the world of work on a range of enriching, problem solving activities.

Appendix 2

Equality objectives

Our equality objectives for the 2024-25 academic year are:

- To embed an inclusive curriculum that all students can access irrespective of their starting point and be successful.
- To increase participation of all students in school activities particularly SEND and disadvantaged through an extensive school enrichment programme.
- To narrow the gap between SEND and disadvantaged attainment to be at least in line with national.
- To raise the attendance levels of disadvantaged and SEND students and narrow the gap between this group and their peers.
- To reduce the proportion of exclusions from PP, SEN and White British Working class boys.

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.