

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
 - Race, including colour, nationality, ethnic or national origin
 - Pregnancy and Maternity
 - Religion or Belief
 - Sexual Orientation

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



- 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 pupils 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 Bulwell Academy school community

Appendix 2 outlines the equality objectives for The Bulwell Academy



Appendix 1

The information below demonstrates the ways that The Bulwell 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
 - Through staff being reminded of their duties under the Act during CPD at the start of each year and regularly throughout the year at key meetings
 - Through the online training “Equality, Diversity and Inclusion” provided by Marshall 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.
 - Through regular monitoring of equality data through its recruitment processes.
 - Through regular monitoring and analysis of behaviour data
2. Advance equality of opportunity between people who share a protected characteristic and those who do not. e.g.
 - The percentage of pupils who have been eligible for free school meals at any point in the past six years is 51.4% compared to 27% nationally.
 - The percentage of pupils from ethnic minority backgrounds is 33.3% compared to 37% nationally.
 - The percentage of pupils who speak English as an additional language is 12.48% compared to 20.8% nationally.
 - The percentage of pupils who have special educational needs or are disabled is 23.32% compared to 18.4% nationally.
 - 50.38% of our pupils are girls compared to 57% nationally.
 - The Bulwell Academy workforce consists of 93 females and 53 males in total. Of the total 146 members of staff, 12 are identified as BAME, with 6 registered as Disabled.



Student destinations data 2024

Continued education in school	College of Further education	Training – Not employed	Employment with planned training	Employment without planned training	NEET
3.65%	87.5%	1.04%	1.04%	1.04%	5.21%

- We ensure that our offer is equitable by targeting disadvantaged and SEND pupils allowing them access to the same outcomes as non-SEND or Non-disadvantaged pupils.

Bullying data for last 7 terms:

Pupil characteristics	Total	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7
PP	82	12	13	8	18	7	7	17
SEN K	55	6	8	7	17	5	4	8
SEN M	0	0	0	0	0	0	0	0
EHCP	2	1	0	1	0	0	0	0
Male	66	11	8	11	16	4	5	11
Female	75	9	14	5	14	6	7	20

- Currently 40% of pupils take part in extra-curricular activities. 33% of SEND and 33% of disadvantaged pupils take part in these activities. Directors of Achievement are focussing on closing this gap.
3. Foster good relations between people who share a protected characteristic and those who do not. e.g.
- Our curriculum is purposefully built to address the wider aims of our community. One such aim is to ensure we enable pupils to develop into global citizens, by supporting them to become articulate, resourceful, creative, independent characters with a strong moral purpose who engage with education and learning, as well as the wider world.
 - The personal development curriculum ensures pupils are taught tolerance and respect for others, with specific units focusing on disability, sexism, race and racism, homophobia as well as the use of language which could offend.
 - Assemblies regularly address equality and diversity issues and link to our core values of Aspire, Work Hard and Be Kind as well as to 'British Values'
 - Pupils in our school leadership team have empowered other pupils to support those in younger years and to challenge behaviour they feel does not match our core values.



- The school invests in Think for the Future and EFD Sport and Education external high-quality mentoring to help develop character in pupils across the school.
- Pupil voice allows pupils to have a say in their school and some of the wider curricular aspects that we learn about and plan activities for.
- Anti Bullying week/LGBT/ Black history month are celebrated in school and via social media.
- We are creating links within our community by being a part of the 'one vision project' and working in partnership with some of our feeder primary schools.
- All staff and pupils at The Bulwell Academy follow 'Call it Out' and 'It's not ok'. These are trust wide initiatives. Staff have completed a safeguarding bitesize on this 23/24 and it is scheduled again on this year's calendar. Pupils receive regular reminders of this during assembly.



Appendix 2

Equality objectives

Our equality objectives for The Bulwell Academy for Academic Year 2024-2025 are:

- To improve the quality of provision and outcomes for SEND students.
- To increase student attendance at the academy across all key groups, particularly disadvantaged, WBR and SEND
- To improve outcomes across all subjects area across all key groups, particularly disadvantaged and SEND
- To improve the levels of students' literacy across the academy to ensure that all students are capable of accessing the curriculum.
- To narrow the gaps in achievement between those that receive pupil premium and those that don't
- To increase participation by SEND pupils in after school activities

These objectives are described in more detail in the Academy Development Plan. Progress towards achieving these objectives is under constant review and is reported to governors at every local governing body meeting.