



*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 2025
<b>Next review date</b>	September 2029



## **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 minimize 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 **Wrenn** school community

Appendix 2 outlines the equality objectives for **Wrenn** School



## Appendix 1

The information below demonstrates the ways that the Wrenn 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
  - Equality Act training delivered to staff through briefings, meetings and including the Academy Council members.
  - Equality issues are addressed through multiple channels, including student voice, low-level concerns, CPOMS, and other communication methods across the school. This approach ensures open lines of communication and provides consistent support.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - 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
  - 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 Canon, 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 into 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:

- o Be able to form safe and loving relationships, recognising when those relationships are no longer appropriate, and able to respond accordingly.
- o 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.
- o Be introduced to the adult world, with a basic understanding of financial decision making, career prospects, family life and recognising and responding to prejudice.
- o Know what the ‘British Values’ are and why they are an important part of being a British Citizen.



- o 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.
- o PSHE curriculum covers Equality Act 2010 and teaches about diversity and acceptance of others
- o KS4 ethics curriculum is embedded throughout KS4 PSHE lessons, so students understand different viewpoints based on faith & religion.
- o WRENN values focus on perseverance, respect, independence, determination and engagement
- o Diversity Board plan activities for across the calendar year.
- o Culture days led by diversity board students encouraging students to get involved.
- o Assemblies for key dates including black history month, men's mental health, International Women's Day, disability awareness (Epilepsy awareness day)
- o Supporting community events throughout the year



## Appendix 2

### Equality objectives

Our equality objectives for [ September 2025 until September 2029] are:

- Narrow the gaps in achievement between those that receive pupil premium and those that don't
- To raise to attendance levels of students who are pupil premium and improve their persistent absence.
- 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.