

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 Milton Keynes Academy school community

Appendix 2 outlines the equality objectives for The Milton Keynes Academy



Appendix 1

The information below demonstrates the ways that The Milton Keynes 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
- Equality, Diversity and Inclusion training for staff provided by LearnUpon as part of the Trust-wide mandatory training provision. Training concludes with an assessment, with a minimum pass rate before certification is issued. Staff not certified by the system have to recomplete training. This is completed during induction and refreshed on a 3-year cycle.
- Monitoring of equality data through the Trust's recruitment processes
- Monitoring and analysis of behaviour data
- Regular Safeguarding, GDPR Data Protection, Cyber Security, Modern Slavery and Sexual Harassment training for staff
- Students cover aspects of equality and diversity in structured lessons as part of the PSHE curriculum. These themes are also woven through other topics such as healthy relationships, peer on peer abuse, friends and families, and are also explored through our whole school diversity day. Our assembly programme also aims to celebrate all religions and events that have shaped the community in which we live.
- Our PSHE lead attends a monthly LGBTQ+ Forum which is also attending by other leaders from school and the community. They share best practice and previous experiences as well as create and contribute to events that support our young people. There is a lunch time club that students are able to attend should they feel worried or need extra support.
- The Academy Improvement Board (AIB) and Academy Council (AC) meet regularly 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 these meetings which take place three times each academic year respectively.

School population data

- The Academy workforce consists of 78 females and 35 males
- There are 40 female teachers and 18 male teachers
- There are 38 female support staff in comparison to 16 male support staff
- Of the 924 students, 53.9% are female compared to 46.1% males



- 12.12% of the student population are SEND students
- 48.38% of the student population are EAL students
- The percentage of White British students is 37.58% compared to 62.42% non-White British.
- 48.08% of students receive Free School Meals (FSM)
- 51.08% of students are PP eligible

2. Advance equality of opportunity between people who share a protected characteristic and those who do not.

Attainment 2024-25

Group	Scores	Gap
FSM / Non-FSM	34.06 / 45.54	11.48
EAL / Non-EAL	49.87 / 32.86	-17.01
Boys / Girls	38.06 / 42.92	4.86
SEN / Non-SEN	12.89 / 41.54	28.65
White British / Non-White British	27.35 / 48.43	21.08

The steps being taken in response to the data to advance equal opportunities include but are not limited to:

- Prioritising SEN and disadvantaged pupils' progress as a key focus area within the School Improvement Plan.
- Promoting diversity, equality and inclusion through the personal development programme, including the bespoke Accept and Respect PSHE weekly sessions, which foster a climate of inclusivity.
- Raising expectations and introducing disruption-free learning, which is already having a positive impact on outcomes for all groups of students.
- Targeting SEND students for early careers guidance and CEIAG intervention.
- Actively encouraging under-represented groups to engage in leadership opportunities through the school leadership programme.

Evidence of increases / decreases in bullying of pupils with protected characteristics

At MKA we have an online reporting system that staff use to record incidences of bullying reported to them. We also have a dedicated safeguarding email for parents to report their concerns to the school and students have an online platform called Student Voice to report concerns of bullying inside the school and in the local community. The library in the school is also a safe space for children to come to, to report any concerns to the safeguarding team at break and lunchtimes.

The PSHE curriculum has been developed to identify signs of bullying and how to report this in the school alongside staff CPD to actions they need to take when bullying is reported.



we are committed to reducing bullying behaviours by raising awareness through national anti-bullying campaigns, celebrating diversity in our diversity days and working alongside external agencies such as the Q Alliance.

- Data on participation in school activities of different groups

Groups	Participation in Enrichment Activities
Disadvantaged	63%
SEND	51%
Young Carers	20%
White British	48%
Black	67%
Asian- Indian/ Pakistan/Sri Lankan	63%
Asian- Chinese	42%
All	72%

- Data on career progression across pupil cohorts

Gatsby Benchmarks	Percentage
Gatsby Benchmark 1	100%
Gatsby Benchmark 2	86%
Gatsby Benchmark 3	79%
Gatsby Benchmark 4	46%
Gatsby Benchmark 5	100%
Gatsby Benchmark 6	73%
Gatsby Benchmark 7	100%
Gatsby Benchmark 8	67%

- Data on exclusions

The Milton Keynes Academy made 13 permanent exclusions at time of writing this document.

Of these, 10 were male, 2 were female and 1 was non-binary.

11 of these students were PP recipients and 10 were White British.

When students are permanently excluded the LA provides the 6th day provision (in all instances this has been at The Bridge Academy).

3. Foster good relations between people who share a protected characteristic and those who do not.

The PSHE curriculum teaches students about the protected characteristics and how we respect these within our community. We educate young people on the origins of the Equality Act and what equality should look like both in day-to-day life and in the



workplace. We also teach students what it looks like when these expectations are not followed, and how this can affect others.

Our assemblies further promote equality by educating all students about one another's characteristics and lived experiences. We cover a wide range of topics, from different religions to the experience of being a young carer.

Our students work well with peers from other schools and build positive relationships. An example of this is the Chill Project, where our students collaborated closely with young people from St Paul's to create a helpful guide on staying safe in the community.

We also talk to students about their local community and any associated dangers. This takes place during form time with their form tutor. Students are also given additional opportunities to access support whenever they need it.



Appendix 2

Equality objectives

Our equality objectives for 2024-2028 are:

1. To use the diverse nature of our staff and student cohort to promote acceptance and understanding both within the Academy community and beyond.

We have chosen this objective because we have a diverse school body and recognise the importance of using shared experiences to develop understanding and cooperation.

2. Through reasonable adjustments, provide opportunities for all learners, particularly those with SEND needs and PP pupils, to achieve outcomes in line with their peers.

We have chosen this objective as these two groups are currently performing below expectation on a school and national level.

3. To continue to reduce suspensions and improve attendance/persistent absence, in particular for PP and SEND students.

We have chosen this objective as our data shows that these groups are achieving at a level below their peers.

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.