



*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 Milton Keynes Academy school community

Appendix 2 outlines the equality objectives for The Milton Keynes Academy



## **Appendix 1**

### **The Milton Keynes Academy Community 2019-20**

The Milton Keynes Academy has 1208 students from Year 7 to Year 13.

The percentage of pupils eligible for free school meals is 41.8% compared to 28.9% nationally.

The percentage of pupils from ethnic minority backgrounds is 53% compared to 28.2% nationally.

The percentage of pupils who speak English as an additional language is 41.32% compared to 16.9% nationally.

The percentage of pupils who have special educational needs is 15.98% compared to 12.5% nationally.

51.8% of our pupils are boys compared to 50.2% nationally.

We have 133 staff in total with 69 teachers.

There were no permanent exclusions during 2019-2020. The Milton Keynes Academy works in close conjunction with 14 other local secondary schools, which form the Milton Keynes School Inclusion Partnership.



The information below demonstrates the ways that The Milton Keynes Academy implements the duties of the PSED:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. We do this 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 meets termly and progress towards objectives are reported to the AIB. All AIB members complete e-learning modules to update them on equality responsibilities and complete Equality and Diversity training annually.
- Records kept of protected characteristics for all staff
- Equal employment opportunities

The Milton Keynes Academy 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 PHSE programme
- Drop Down days whereby we look at a wider range of PHSE activities and employability
- Through our Tutor Time programme of activities
- Promoting the British Values
- Assemblies
- Anti-Bullying Ambassadors
- Anti-Hate Crime Ambassadors
- Cultural Ambassadors
- Mentoring (Can Do Women, Compact Mentoring)
- Staff received basic training on Trauma and Adverse Childhood Experiences in September 2020
- Pastoral staff completed external Gender and Sexuality training in November 2019
- Pastoral teams completed extended training on Adverse Childhood Experiences during Autumn Term
- Equality Act training is run through our online training provider, SmartLog. All staff complete the Equalities and Diversity unit annually
- Well-being group for staff
- Support networks in the Trust
- Community involvement projects such as working with Thames Valley Police to create better relationships with police and with ethnic minority groups



- Working with umbrella organisations such as Citizens MK whereby a wide range of groups from faith groups, trade unions and community leaders come together in student related projects.

The NEET figures for The Milton Keynes Academy are given in the table below alongside the average NEET figures for both the Milton Keynes area and nationally.

Academic Year	Milton Keynes Academy	Milton Keynes Average	National Average (England)
2018-19	1.4%	2.2%	4.5%
2019-20	2.8%	4.6%	4.9%

The Milton Keynes Academy's comprehensive support given to our students to be lifelong learners is reflected impressively in our NEET figures. We are performing above both the national average and Milton Keynes average over time which reflects our commitment towards all of our students.



## Appendix 2

### Equality objectives

Our equality objectives for 2020-21 are:

- Implement improved HR equality and diversity data monitoring initially through the standardisation of SIMS and then through a new integrated HR/Payroll system
- To analyse equality information throughout the recruitment process through use of TES portal
- Implement targeted leadership development for under-represented groups
- Establish a Trust wide BAME group with suitably qualified facilitator
- Reduce the number of incidents relating to peer-on-peer abuse in relation to LGBTQI+ and Race/Ethnicity
- To improve the academic progress of SEND students (to between -0.4 to -0.3) and PP students (to between -0.3 to -0.2)
- Further strengthen the mental health and well-being of students using early help and intervention processes throughout the academic year
- Ensure diversity of representation in the curriculum including non-stereotypical images and examples to overcome preconceived ideas regarding the protected characteristics

These objectives are described in more detail in the Academy Improvement Plan/School Impact Statements. Progress towards achieving these objectives is under constant review and is reported to the Academy Council at every local Academy Council meeting.

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