



**THE MILTON  
KEYNES ACADEMY**  
*Creative  
Education  
Trust*

# **Public Sector Equality Duty Statement of Intent 2023 - 2024**

Review date: 06/12/23

Reviewed by: K Watkins

Ratified by: G Farquhar

Review date: December 2024

# Statement of Intent

## Equality Statement

This statement provides information about how Creative Education Trust (the Trust) and Milton Keynes Academy 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/carers 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/carers 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 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

The information below demonstrates the ways that 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
- Members of the Academy Improvement Board and Academy Council are reminded of their duties under the Act in the following meetings:

#### **Academy Council Meeting Schedule**

Tuesday 21<sup>st</sup> November 2023

Tuesday 30<sup>th</sup> January 2024

Thursday 23<sup>rd</sup> May 2024

Wednesday 3<sup>rd</sup> July 2024

#### **Academy Improvement Board Meeting Schedule**

Tuesday 7<sup>th</sup> November 2023

Tuesday 16<sup>th</sup> January 2024

Wednesday 8<sup>th</sup> May 2024

- All staff complete training for safeguarding alongside annual refreshers of the 'Keeping Children Safe in Education' statutory guidance.
- All staff complete regular mandatory, quality diversity and inclusion training provided by CET and tracked through our Smartlog platform.



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

The Academy Community:

- The percentage of pupils who have been eligible for free school meals is 41.85% compared to 23.8% nationally.
- The percentage of pupils who speak English as an additional language is 45.76% compared to 20.2% nationally.
- The percentage of pupils that are Pupil Premium is 42.87% compared to 27.6% nationally. The percentage of pupils who have special educational needs or are disabled is 10.53% compared to 17.3% nationally.
- The Milton Keynes Academy workforce consists of 37 males and 108 females in total. Of the total 145 members of staff, 50 are identified as BAME, with 0 registered as disabled.

The following steps have been taken in response to the data to advance equal opportunities:

- Our staff body is increasingly representational of our student body to provide aspirational role models to our young people.
- We have an extensive admission policy for students where we work with local primary partners to ensure we know all about our intake.
- We have an extensive recruitment and onboarding process which is tailored to the individual needs of staff members at all levels.
- Increased expectations and a rigorous behaviour policy to support and the disruption free classrooms to support learning for all.
- We have bespoke pupil voice groups, established around pupils who share a protected characteristic to ensure their group voice is heard alongside their own voice.
- We have a register of extra curricular activities which is tracked against pupil characteristics and is reported at Academy Council.
- At risk groups are targeted for early careers and CEIAG intervention.
- Keep records of protected characteristics for all staff.
- Equal employment opportunities are in place.
- Well-being support is provided by a qualified school counsellor for staff that need it, and supervision arrangements are in place for Pastoral Managers and the DSL and Deputy DSL to ensure their wellbeing too.
- Support networks in the Trust.
- Community engagement projects.
- Run an extensive Diversity celebration event to celebrate and share our differences.

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

To develop and support all young people within the Academy, we explicitly design our Academy Curriculum, including all extra-curricular activities, assemblies and other interventions and enrichment offers in a way to foster a culture of equity and inclusivity on a day-to-day basis. 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.

All students across years 7-11 receive fortnightly 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. Guest speakers and drop-down days and assembly foci provide cohesion across the Academy under the umbrella of the wider Curriculum.

The Milton Keynes Academy promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, 'Life Studies and personal, social, health and economic (PSHE)) education, but also activities in other curriculum areas. For example, as part of Teaching and Learning in English/reading, pupils will be introduced to literature from a range of cultures.

External speakers are invited to take part in assemblies regularly, enabling the Academy to not only promote relevant issues but we also encourage students to take a lead.

The Academy works with our local community, including inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.

Our Student Council has representatives from different year groups and is formed of students from a range of backgrounds. All pupils are encouraged to participate in the Academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

The Milton Keynes Academy has developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

The Curriculum has its own specific aims for our students – students will:

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



## **Appendix 2**

### **Equality Objectives**

On the Academy Improvement Plan 2023 – 2024, we have embedded equality outcomes in each Improvement Area that enable equity and inclusivity for all students at the Milton Keynes Academy. The Academy Improvement Plan is a live document reviewed by the Senior Leadership Team half termly. The equality objectives are:

### **Improving Outcomes**

- To improve the quality of provision and outcomes for SEND students by implementing key strategies in the curriculum.
- To reduce the progress gap between SEND and non-SEND students.
- To reduce the progress gap between PP and Non-PP students.
- Improve the attendance of Pupil Premium and SEND students in line with their non-PP peers and non-SEND peers.
- Raise the aspirations of all students, in particular PP and SEND.
- To improve the levels of students' literacy across the Academy to ensure that all students can access the curriculum.

### **Social and Community Engagements**

The Milton Keynes Academy will:

- Publish data in regard to equalities as defined by the Equality Act 2010.
- For students identified in vulnerable groups: (disadvantaged children (student premium), SEND Students) focus on attendance, punctuality, parental involvement and wider school enrichment opportunities to support learning and well-being.
- Ensure opportunities for membership of children who may be affected by discrimination and lack of equal opportunity co-curriculum clubs and activities, with a view to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act.
- Ensure all children have equal access to the curriculum regardless of their race, gender, physical or emotional needs.
- Reduce and thereby eliminate the use of discriminatory language, particularly focusing on language related to protected characteristics. The Academy has a particular focus upon discriminatory language and behaviour relating to sex difference.

Progress towards achieving these objectives is under constant review and is reported to the Academy Improvement Board and Academy Council at every meeting of both. These objectives are described in more detail in the Academy Improvement Plan.