

Public Sector Equality Duty (PSED)

Oct 25 – Oct 26

Review Date

October 2027

Introduction

Minster Trust for Education is committed to equality. We aim for every child to flourish, opening doors to fulfilling futures, no matter what their background or personal circumstances.

MITRE has an Equality Information and Objectives Policy which was last reviewed in July 2024 and is due to be reviewed next in Summer 2028.

This document is written to meet the two strands of our published public sector equality duties information:

- Equality information – data and narrative showing how we meet the public sector equality duties. (Please see section ‘Our Equality Information’). This must be updated and published annually.
- Equality Objectives – one or more measurable goals to improve quality. (Please see section ‘Our Equality Objectives’). These must be reviewed every 4 years.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to (as stated in our Equality Information and Objectives Policy):

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Minster Trust for Education promotes respect for difference and diversity in support of its stated mission that **“Together we help every child to flourish, opening doors to fulfilling futures.”** Our core virtues of wisdom, integrity, service, collaboration and kindness underpin our mission and pursuit of equality.

These virtues could be seen in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities where we aim to :

- Instill a moral compass
- Offer rich experiences
- Build ambition and self-confidence
- Engender self-worth and well-being
- Pursue excellence through partnership and
- Explore diversity, faith and equality

This will apply to all students, staff and others using the facilities. We will give relevant and proportionate consideration to the PSED.

The protected characteristics for the Academy's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (only applicable to staff, not students)
- Marriage and Civil Partnerships (only applicable to staff, not students)

Age and marriage and civil partnership are NOT protected characteristics for the Academy's provisions for students.

The Brown Principles of 'Due Regard'

We will have 'due regard' to advancing equality of opportunity including making serious consideration of the need to :

- remove or minimise disadvantages suffered by people who share a relevant protected characteristic where any disadvantage is connected to that characteristic.
- take steps to meet the needs of people who share a protected characteristic that are different from the needs of people who do not share it.
- encourage people who share a relevant protected characteristic to participate in public life or in any activity in which participation by such people is disproportionately low.

We will consider the six Brown principles of 'due regard':

- **awareness** – decision-makers are aware of their duty to have 'due regard' when making decisions that affect or might affect people with protected characteristics
- **timeliness** –due regard is fulfilled before, and at the time a particular policy that will or might affect people with protected characteristics is under consideration, as well as at the time the decision is taken
- **rigour** – the equality duty is exercised in substance with rigour and an open-mind in such a way that is influences the final decision.
- **non-delegation** – the equality duty cannot be delegated
- **continuous** – the equality duty is a continuing one. Decisions must remain subject to future review to account for changes in circumstances or new information.
- **record-keeping** – records are retained to show that proper consideration has been given to PSED

We welcome the opportunity to be transparent and accountable. The Trust fulfils the specific duties of the Act by publishing their Equality Information and Objectives.

We aim to make the information accessible, easy to read and easy to find.

Our Equality Information

We maintain confidentiality and work to data protection principles. We publish information in a way so that no student or staff member can be identified.

Staff

Age	Figures change – we comply with our equality duty.
Disability	1.19% of staff recorded a disability. We ensure reasonable adjustments are made where appropriate.
Gender reassignment	We support any staff member towards gender reassignment.
Marriage & civil partnerships	Figures change – we comply with our equality duty.
Pregnancy and maternity	Figures change – we comply with our equality duty.
'Race' / ethnicity	22% of staff gave information. Our staff profile comprises: 78% Information not obtained 20% White British 1% Any other White background 0.47% Any other Asian background 0.47% Other backgrounds
Religion and Belief / no belief	Religion is not recorded.
Sex – male/female	79.72% female 20.28% male
Sexual orientation	We support all staff members regardless of sexual orientation.

Students

Age	We have students aged from 3 to 18 years old in our Academies.	
Disability	We ensure reasonable adjustments are made where appropriate.	
Gender reassignment	We support any student towards gender reassignment.	
'Race' / ethnicity	Our student profile comprises:	
	Information Not Obtained	0.66%
	Information Refused	0.84%
	Any other Asian Background	0.38%
	Any other Black Background	0.16%
	Any other White Background	2.75%
	Any other Ethnic Group	0.20%
	Any other Mixed Background	0.97%
	Afghan	0.02%
	Arab Other	0.09%
	Asian British	0.16%
	Black African	1.84%
	Black British	0.13%
	Black Caribbean	0.09%
	Black Nigerian	0.02%
	Chinese	0.89%
	Indian	0.49%
	Kurdish	0.02%
	Other White British	0.07%
	Pakistani	0.11%
	White British	85.46%
	White English	0.78%
	White European	0.31%
	White Eastern European	0.20%
	White Irish	0.09%
	White and Asian	1.42%
White and Black African	0.40%	
White and Chinese	0.09%	
White and Black Caribbean	1.33%	
White and Indian	0.02%	
White and Pakistani	0.02%	
EAL (English as an Additional Language)	The languages spoken within our student population are:	
	Afrikaans	
	Akan/Twi-Fante	
	Albanian/Shqip	
	Arabic	

	Arabic (Sudan)
	Bulgarian
	Caribbean Creole English
	Chinese
	Chinese (Cantonese)
	Chinese (Mandarin/Putonghua)
	Czech
	Believed to be English
	English
	French
	Hungarian
	Igbo
	Italian
	Japanese
	Korean
	Lithuanian
	Latvian
	Malayalam
	Ndebele (Zimbabwe)
	Pahari (Pakistan)
	Panjabi
	Panjabi (Gurmukhi)
	Polish
	Portuguese
	Portuguese (Brazil)
	Persian/Farsi
	Dari Persian
	Romany/English Romanes
	Romanian
	Runyoro-Rutooro
	Russian
	Shona
	Spanish
	Tamil
	Telugu
	Turkish
	Ukrainian
	Urdu
	Vietnamese
	Yoruba

SEND	Students identified with a Special Education Need: 1.27% Education, Health & Care Plan 8.61% SEN Support 90.12% No Special Education Need
Sex – male/female	49.26% male 50.74% female
Sexual orientation	We support all students regardless of sexual orientation
Pupil Premium	14.83% of students are eligible for Pupil Premium

We will update our equality information annually once the October census data has been completed.

We adopt a whole school approach to equality and consider it important for pupils to learn about equality and human rights. We adhere to the Equality and Human Rights Commission (EHCR) statement:

‘To reap the full benefits of equality and human rights education, it is essential to teach topics in an environment which respects the rights and differences of both students and teachers. Without an equality and human rights culture within the classroom and school as a whole, learning about these topics can, at best, appear irrelevant, and at worst, hypocritical. The respect and tolerance it teaches will help staff and students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations.’

Though the Act refers to ‘race’, the use of ethnic/cultural origin, background or heritage is often more appropriate.

Our Equality Objectives

These are laid out in our Equality Policy:

Objective 1

Undertake an annual analysis of workforce data and trends with regard to race, gender and disability, and report on this to the Trust board.

Why we have chosen this objective: To ascertain whether there is a disparity between the workforce in each school and to consider whether staff are representative of a diverse workforce.

To achieve this objective, we plan to: Analyse workforce data to produce an annual report which can be discussed with trustees and leaders, resulting in strategic plans for workforce development.

Progress we are making towards this objective: A trust-wide HR system has been implemented to allow ready analysis of workforce information. Annual gender pay gap reporting is well established and is now ready to be extended to other characteristics. An annual report format has been developed in advance of publication.

Objective 2

Develop and implement a trust-wide People Strategy which ensures equity of opportunity for all employees. In particular to ensure employees with protected characteristics are fully accessing professional learning opportunities.

Why we have chosen this objective: To ensure all our workforce is valued and arrangements are in place to make sure they can flourish at work and make the fullest contribution to the Trust.

To achieve this objective, we plan to: Develop and implement a People Strategy across the trust, including a clearly defined professional learning offer. We will also analyse participation in professional learning on an annual basis and report on this to trustees and trust leaders.

Progress we are making towards this objective: The People Strategy is in place and professional learning pathways are developed. There is now the need to track and monitor participation in training for employees including those with protected characteristics.

Objective 3

Ensure students and pupils in all MITRE schools have the opportunity to explore diversity in the curriculum and through wider activity. Also to ensure that students and pupils with protected characteristics have a voice with school leaders.

Why we have chosen this objective: Our trust mission is that "Together we help every child to flourish, opening doors to fulfilling futures". Our MITRE education model aims to instill a moral compass, offer rich experiences, build ambition and self-confidence, and explore diversity, faith and equality.

To achieve this objective, we plan to: Include a focus on these areas of our MITRE education model through the annual review, giving feedback to school leaders and supporting them to implement new ideas and projects.

Progress we are making towards this objective: The MITRE education model is well established, and all staff have been supported with their understanding of equality, diversity and inclusion through a trust-wide conference. Many examples of good practice are evident in individual schools and this now needs to be more formally captured in the coming review cycle