



Public Sector Equality Duty Audit

The Priory City of Lincoln Academy

Reviewed by: R Trow

Reviewed: June 2023

The Priory Federation of Academies Trust (The Trust) will adhere to the requirements of the Equality Act 2010 by not discriminating against all stakeholders with which the organisation may be working with on the grounds of any protected characteristic.

Please refer to the Federation's Public Sector Duty audit for all actions and work relating to staff.

The Trust's Equality Objectives for 2021-2025 are:

1. To cascade and embed ongoing equality and diversity training across the Trust, using our existing support frameworks to continue to improve understanding and to help eliminate discrimination.
2. To promote and monitor the involvement of all groups of pupils, and specifically those with protected characteristics, in the extra-curricular life of all the academies within the Trust.

The context in which the Academy works:

Lincoln Academy is one of 12 Priory Federation Trust Academies, with hubs in and around the city of Lincoln and the town of Grantham. We are the host site of Lincolnshire SCITT, Priory Training (the apprenticeship arm of the Federation) and the Trust's Professional Learning Team. Our Leisure centre is at the heart of the community serving the needs of over 2000 people per week.

Lincoln is a growing 11-18 Academy. We serve wards that are amongst the most deprived in the UK (Birchwood 237/32844 IoMD). The percentage of pupils claiming Free School Meals and our deprivation indicator are above the national figure. A very large majority of our pupils are White British, and the majority are boys.

Student attainment on entry has almost always been below the national average, sometimes significantly so. Our rise in popularity has attracted pupils from around Lincoln and this is creating a more balanced comprehensive ability profile. Most pupils fall into the middle ability category. Cognitive Ability Test (CAT) scores confirm this picture. Progress 8 has improved in 2023 to -0.43 representing our commitment to ensuring positive destinations for our most challenging pupils.

Our Lincoln Attitudes, based upon our Trust values, form the basis of our focused and productive and knowledge engaged learning environment in which our Lincoln Passport recognition approach plays a key role in growing global citizens. Behaviour continues to improve, and we believe that learning is almost disruption free. With this sense of order and warmth we are transforming our pupils' desire to learn.

Our Sixth Form is a vital part of our Academy. Sixth Formers access some academic provision at the Priory LSST Academy site. Vocational results have been historically strong. Academic outcomes are variable, but small cohorts mean analysis is usually best at an individual level. We offer world class facilities, and these have been augmented by the addition of the Keyworth Vocational Centre that offers an inclusive high quality, trade-based curriculum and offers a number of apprenticeships at Level 2 and 3. From 2024 we will be delivering a number of the new T-levels including Catering and Hospitality, Laboratory Science and Engineering and Manufacturing. Opportunities for Key Stage 5 pupils are wide and varied outside of the curriculum offer all with the aim to engage, inspire, educate, empower, enrich the life chances during and post Sixth form. We have entered an exciting partnership with Lincoln City Football Foundation to meet the needs of a post-16 cohort of potentially NEET pupils.

The characteristics protected by the Equality Act are:

1. Age*
2. Disability
3. Gender reassignment
4. Marriage and civil partnership*
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex

9. Sexual orientation

*These characteristics apply to the Trust as employers, but not in relation to our provision for pupils.

What do we do in order to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between individuals who share a protected characteristic and those who do not? Map to evidence/examples/records kept.

- Pupil anti-bullying approach prohibits derogatory HBT (homophobic, bi-phobic and transphobic) language or bullying.
- Priory Pride enrichment club for LGBTQ+ pupils and allies.
- Annual assemblies and SMSC focused on LGBTQ+ history and rights during PRIDE month.
- Diverse family models are used throughout the curriculum.
- Genderless uniform for pupils and staff to feel comfortable in their choice of uniform. This also normalises gender fluidity.
- Extra-curricular offer revised following pupil voice to entice under-represented groups and uptake monitored.
- Recording and tracking data on religious profile of our pupil body.
- Pupils are trained as Well-being ambassadors, Peer Mentors etc.
- All pupils can access the full curriculum
- We promote and monitor all pupil groups in our extra-curricular provision, including leadership opportunities.
- We ensure our pupils have the appropriate level of inclusive support to choose from our extra-curricular offer.
- Our Accessibility plan addresses issues of equality for those with a disability.
- Pupils with protected characteristics who may qualify for additional exam access are identified and arrangements made.
- Our RSE curriculum is inclusive and advances equality.
- All staff trained on challenging HBT language and bullying.
- All staff training on the difference between gender identity and sexuality.
- Staff workshops to cultivate an inclusive classroom and academy.
- Sixth form Wellbeing Champions support diversity across the Academy.
- Subject Champions represent a diverse profile of pupils.
- We promote and monitor all pupil groups through Priory Bacallaureate, certificates and celebrate achievements of all pupils with many opportunities to foster good relations.
- Pupils with protected characteristics encouraged to join DoE, NCS etc. These initiatives traditionally have lower attendance of pupils with protected characteristics, by promoting the initiatives to all pupils we hope to be more inclusive and have a fairer representation of the pupil community. School curriculum reflects and celebrates cultural diversity evidence through our SMSC curriculum delivered through tutorial times.
- We encourage collaborative work between different groups in the community.
- The academy organises and encourages attendance to places of worship for different faiths for example Year 8 pupils visit a local mosque as part of the RE curriculum.
- Nominated LGBTQ+ Lead who liaises with staff, pupil and family if a pupil expresses a desire to alter their gender identity.
- We have regular links with the local community including PCSOs, councillors, businesses and grow our inclusive agenda.

- The Global Citizenship curriculum and offer is used to increase understanding and build confidence amongst pupils to develop social interactions with their peers. The impact being an increased understanding and awareness leading to a low rate of incidents as evidenced from pupil voice and analysis of behaviour data
- Global Citizenship days delivered as part of our Global Citizenship curriculum cover many aspects of inclusivity for example inclusive sports and sign language.
- At the time of review the academy records all incidents of a racist or HBT nature, keeping detailed reports. This allows the academy to analyse data by category. The academy also takes racist incidents very seriously working closely with the pupil and their family to educate.
- The academy engages with 'Women into Leadership' project.
- The academy promotes and offers extra-curriculum opportunities for all at no additional cost meaning that the wider curriculum is accessed appropriately, fairly and equally by all pupils.
- Our priory Baccalaureate 'Stars and Stripes approach' celebrates the achievements of all pupils.

What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations?

Map to evidence/records kept.

- We work with the Trust to ensure that consideration is given to pupils with protected characteristics, for example the academy accessibility plan, Priory Pride Group, as well as support for pupils with SEND where they have a safe place to meet and interact – self regulate/Reset.
- We implement the Trust coaching programme working to support all staff; with additional focus on supporting the specific needs of staff with the following protected characteristics: gender, disability and age.
- Disability groups and pupils with SEN are consulted on provision for access to the Academy
- An active pupil council made up of different groups, genders and ages; who meet regularly to make informed decisions about events and offering feedback on various aspects of academy life. For example, Pupil Voice asked for a genderless uniform policy for staff and pupils.
- The academy celebrates and acknowledges a diverse selection of religious occasions as evidence through our SMSC Tutorial curriculum, our World Views curriculum and associated assemblies.
- Assemblies and SMSC focused on LGBTQ+ history and rights during PRIDE month.
- Priory Pride enrichment club for LGBTQ+ pupil and allies.
- Personal Development Day allows pupils to voice their concerns.
- Pupils with SEND have profiles written to reflect the pupil's voice and areas of need.
- Regular SEND review meetings are held with parents/carers and pupils.
- Promotion of and monitoring pupil engagement in the extra-curricular offer ensures all pupils are encouraged and supported to participate, including those who are vulnerable. This may include support through additional staffing (PSA support). Pupil voice is collated to ensure the range of activities offered reflects pupil choice.
- The academy promotes a wider curriculum offer accessed appropriately, fairly and equally by pupils who traditionally might not have benefitted from such provision.
- We have enrolled staff to participate in the Trust Northern Lights Re-energising the 50+ teacher to support NQTs coaching program.
- We gather comprehensive data on pupil voice from all pupils that informs improvement.
- Priory Pride enrichment club for LGBTQ+ pupil and allies.
- Regular review meetings with trans-pupils and their families to ensure we are providing a safe and inclusive environment.

- Wellbeing champions provide support for pupils with protected characteristics.
- Our Pupil Council meet regularly to monitor and review recommendations aimed at addressing gender inequalities.
- We ensure that children with a disability have a 'buddy' in school to foster good relations. The nominated buddy will support orientation of the academy but also help them to be welcomed into friendship groups and normalise mixing of pupils with protected characteristics and pupils without.
- We foster an inclusive and supportive climate that aims to support children and their families who express gender identity questions as pupil voice and analysis of Academy behaviour data tells us that LGBTQ+ pupils are openly accepted as they are without stigma in their social groups.
- The academy has included pupil friendly anti-bullying documentation in the pupil planner to support pupils to recognise bullying when it is taking place and to know what to do and who to talk to if it does occur.
- Improvement in the signposting and provision of external agency support for LGBTQ+ pupils and their families.
- Pastoral support and rigorous tracking through My Concerns and SIMS ensures that incidents are reported promptly and responded to appropriately in a timely manner. The impact of which demonstrates to pupils the importance of such matters, ensuring there is no discriminatory behaviour.
- Recording and analysis of incidents that have occurred between people who share a protected characteristic at the time of review shows a reduction in behaviour incidents over time.
- All staff training on the difference between gender identity and sexuality has built staff knowledge and therefore confidence of what their transgender and questioning pupils are experiencing. Accurate staff knowledge has led to understanding and empathy meaning our transitioning and questioning pupils are better supported by all our staff. Staff and pupils are very tolerant and understanding of other people's differences and support one another because they know more about it.
- Diverse family models used throughout the curriculum ensures pupils see and recognise themselves and their own families within the resources they use to learn. For example, the inclusion of same sex couples with children in Maths resources. This has helped to normalise all types of family model to all our pupils and staff.
- PSHE curriculum focus on inclusion of all groups and supports pupils to identify what bullying looks like and how to report discrimination, harassment or victimisation.

**How effective are we at eliminating unlawful discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations?
Map to evidence/records kept.**

- At the time of review low rates of bullying/discriminatory incidents. Recently the academy has seen fewer incidences of the use of HBT language or HBT bullying recorded on SIMS.
- At the time of review records have shown a decrease in the use of HBT slang amongst pupils.
- A change in climate amongst pupils has seen awareness that HBT slang is unacceptable. Pupils are intrinsically motivated and often challenge one another for using inappropriate HBT language.
- The academy delivers a comprehensive PSHE curriculum to all pupils that meets and often exceeds DfE statutory requirements. The PSHE curriculum is delivered effectively and is quality assured through the Academy process. Ofsted 2023 judged Personal Development to be 'Good' and stated that 'personal development was a clear strength of the school'. Ofsted 2023 stated that 'leaders ensure that all pupils participate in the school's personal development offer'. Pupil voice is strong and shows an understanding of protected characteristics across all pupil groups.
- Our Trust has won a funding grant from Northern Lights to fund the gender coaching group: newly qualified women who are aspirant leaders being coached by women leaders in the Trust. This is now the second cohort; the first cohort has experienced significant success with excellent feedback on the project.
- Pupil voice and analysis of Academy behaviour data tells us that LGBTQ+ pupils are openly accepted as they are without stigma in their social groups.

- The values that underpin our work have led to a vibrant, inclusive and caring community. This is commented on positively by visitors and school members alike.
- Our work on projects such as First Story and Football Journalism introduces and encourages all pupils from diverse backgrounds to try writing in different ways. The projects culminate with the pupils publishing and featuring in their printed text. This is celebrated at an awards ceremony in the city. This has supported, in particular, boys to engage with writing.
- The number of openly LGBTQ+ pupils at the academy who feel confident and safe expressing their gender identity and / or sexuality is testament to the culture we are growing.
- Staff workshops to cultivate an inclusive classroom and academy. This has allowed staff to question their language, pedagogy and daily practice to ensure they are not inadvertently creating barriers to learning or wellbeing for pupils with protected characteristics. The workshops have provided practical steps for classroom teachers and pastoral staff to create and maintain inclusive atmospheres within the academy. Such as, not using girl / boy seating plans in the classroom.
- Well informed staff are supportive of LGBTQ+ pupils and staff, greater knowledge and understanding has built empathy and normalised protected characteristics.

Next Steps:

- To promote and monitor the involvement of all groups of pupils, and specifically those with protected characteristics, in the extra-curricular life of the academy. For example, to join DoE, NCS etc. These initiatives traditionally have lower attendance of pupils with protected characteristics, by promoting the initiatives to all pupils we hope to be more inclusive and have a fairer representation of the pupil community.