



Public Sector Equality Duty Audit

The Priory City of Lincoln Academy

Reviewed by: M Whitaker

Reviewed: July 2025

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 students, 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. 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 2% most deprived in the UK. The percentage of students claiming Free School Meals and our deprivation indicator are above the national figure. A very large majority of our students are White British, and the majority are boys.

Student attainment on entry is in line the national average. Our rise in popularity has attracted students from around Lincoln and this has created a balanced comprehensive ability profile.

We proudly serve our community and are fiercely ambitious for our students who we support to flourish and to become true citizens of the world. Our learning community has a culture which recognises and celebrates success in both the taught and wider curriculum. Inclusivity and equality of opportunity are values we hold highly, and our learning environments are safe spaces for young people to thrive. We recognise the context in which our learners live and are ambitious for all in meeting our Academy Motto of 'Achieving Individual Excellence Together'.

Our curriculum provides a coherent knowledge base which is well structured and sequenced, and has knowledge, literacy and creativity at its' core. The Academy Values are prominent and they, alongside the Academy Expectations, identify the behaviours for learning which guide students to be successful. Personal Development underpins the curriculum and gives our students the skills, knowledge and experience to make valuable contributions to both the community and society

Our Sixth Form is a vital part of our Academy. We offer world class facilities including our Keyworth Centre which offers a number of apprenticeships at Level 2 and 3, and T-levels including Surveying, Laboratory Science, Catering and Hospitality, Cyber Security, Digital Production, Design and Development and Education. We offer Level 2 and 3 Sports through our exciting partnership with Lincoln City Football Foundation. Opportunities for Key Stage 5 students are wide and varied outside of the curriculum offer all with the aim to engage, empower and enrich the life chances during and post Sixth form.

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 students.

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.

- Student anti-bullying approach prohibits derogatory language or bullying.
- Annual assemblies and SMSC focused on LGBT history and rights during PRIDE month.
- Diverse family models are used throughout the curriculum.
- Genderless uniform for students and staff to feel comfortable in their choice of uniform.
- Extra-curricular offer revised following student voice to entice under-represented groups and uptake monitored.
- Recording and tracking data on religious profile of our student body.
- Students are trained as Well-being ambassadors and Peer Mentors
- All students can access the full curriculum
- We promote and monitor all student groups in our extra-curricular provision, including leadership opportunities.
- We ensure our students 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.
- Students 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 discriminatory or derogatory language and bullying.
- All staff training on the difference between gender identity and sexuality.
- Staff workshops to cultivate an inclusive classroom and academy.
- Subject Champions and the Academy Leadership teams represent a diverse profile of students.
- We promote and monitor all student groups through our Lincoln Passport, this certificates and celebrate achievements of all students with many opportunities to foster good relations.
- Students with protected characteristics encouraged to join a range of enrichment opportunities such as DoE. These initiatives traditionally have lower attendance of students with protected characteristics, by promoting the initiatives to all students we hope to be more inclusive and have a fairer representation of the student 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 students visit a local mosque as part of the RE curriculum.
- We have regular links with the local community including PCSOs, councillors, businesses and grow our inclusive agenda.
- The Personal Development curriculum and offer is used to increase understanding and build confidence amongst students 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 student voice and analysis of behaviour data

- Personal Development days delivered as part of our Personal Development curriculum cover many aspects of inclusivity for example inclusive sports and sign language.
- The academy records all incidents of a racist or discriminatory 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 student and their family to educate.
- 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 students.

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 students with protected characteristics, for example the academy accessibility plan as well as support for students 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 students with SEN are consulted on provision for access to the Academy
- An active student 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, student voice asked for a genderless uniform policy for staff and students.
- 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 LGBT history and rights during PRIDE month.
- Personal Development Day allows students to voice their concerns.
- Students with SEND have profiles written to reflect the student's voice and areas of need.
- Regular SEND review meetings are held with parents/carers and students.
- Promotion of and monitoring student engagement in the extra-curricular offer ensures all students are encouraged and supported to participate, including those who are vulnerable. This may include support through additional staffing (PSA support). Student voice is collated to ensure the range of activities offered reflects student choice.
- The academy promotes a wider curriculum offer accessed appropriately, fairly and equally by students 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 student voice from all students that informs improvement.
- Wellbeing champions provide support for students with protected characteristics.
- Our Student 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 students with protected characteristics and students without.
- We foster an inclusive and supportive climate, analysis of Academy behaviour data tells us that LGBT students are openly accepted as they are without stigma in their social groups.
- Improvement in the signposting and provision of external agency support for LGBT students 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 students 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 students are experiencing. Accurate staff knowledge has led to understanding and empathy meaning our transitioning and questioning students are better supported by all our staff. Staff and students 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 students 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 students and staff.
- PSHE curriculum focus on inclusion of all groups and supports students 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 discriminatory or derogatory language or bullying recorded on SIMS.
- At the time of review records have shown a decrease in the use of derogatory slang amongst students.
- A change in climate amongst students has seen awareness that derogatory slang is unacceptable. Students are intrinsically motivated and often challenge one another for using inappropriate language.
- The academy delivers a comprehensive PSHE curriculum to all students 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 students participate in the school's personal development offer'. Student voice is strong and shows an understanding of protected characteristics across all student groups.
- Student voice and analysis of Academy behaviour data tells us that LGBT students 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 students from diverse backgrounds to try writing in different ways. The projects culminate with the students 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 LGBT students 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 students 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 LGBT students 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 students, 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 students with protected characteristics, by promoting the initiatives to all students we hope to be more inclusive and have a fairer representation of the student community.