



# Public Sector Equality Duty Audit

Willoughby Academy

Reviewed by: V Billyard

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 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:**

Willoughby is a 2-19 special school for pupils with moderate, severe, profound and complex learning and medical needs. We currently have 141 pupils on role all with EHCPs. Most pupils live within Lincolnshire and a small proportion live in Peterborough and Rutland. 51% of pupils are PP and 5% have English as an additional language.

**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.**

- Racist/bullying incident reporting and recording show that the level of incidence is very low and any incidents are acted upon swiftly and effectively. All incidents are recorded on My Concern and followed up with 1:1 or reactive PSHE lessons.
- At the point of review the academy has had 1 suspension and no permanent exclusion for pupils with protected characteristics.
- At point of review there have been no suspensions or exclusions for incidences of discrimination, harassment and victimisation.
- Participation in school activities are open to all pupils.
- Additional support is provided for pupils where, as a result of their disability, there is a low level of engagement. For example, the academy uses additional funding to provide specialist equipment or provide alternative timetables.
- Academy Accessibility Plan enables all pupils to access the academy, without advantage being given to able bodied pupils.
- Given the specialist nature of Willoughby, the academy endeavours to ensure that both the curriculum and the extra-curricular offer provides pupils with the opportunities to be successful once they leave the academy and have the chance to engage in the opportunities afforded to their peers, e.g. forest school, cooking, independent living, work experience, attending post-16/19 education, career fair.
- The academy offers life skills classes, careers events and visits to post-16/19 education providers in preparation for transition into adulthood.
- All transitions in and from the academy, are carefully planned and supported on an individual need basis.
- All pupils have equal access to a careers advisor.
- School curriculum reflects and celebrates equality and cultural diversity which encourages pupils to learn about other faiths and cultures and see them as a part of the community/world in which they live.
- The assembly rota reflects that and specific days/whole school activities are planned, for example, cultural day planned and supported by Cummins. Cummins are a local engineering firm that support Willoughby. Their values align with our own
  - *Integrity – Doing what you say you will do and doing what is right*
  - *Diversity and Inclusion – Valuing and including our differences in decision making is our competitive advantage*
  - *Caring – Demonstrating awareness and consideration for the well-being of others*
  - *Excellence – Always delivering superior results*
  - *Teamwork – Collaborating across teams, functions, businesses and borders to deliver the best work*
- Cummins supports us in many different ways; enhancing our school environment by supporting projects, repairing resources, supporting our careers work, acting as reading friends and
- Pupils have the opportunity to share their experiences of their faith especially through Tapestry. Pupils upload photos of religious celebrations which they have attended and then these are shared and discussed with the class.
- Collaborative working is encouraged between different groups in the community. For example – Post 16 pupils made books and then read them to the younger pupils. Formal classes reading to Pre formal classes, Well-being Wednesday encourages children to mix with different peers.
- The academy has a designated Mental Health Lead
- Gender neutral toilets available for staff and 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.**

- Ongoing engagement with parents/carers to ensure that any concerns can be highlighted immediately and responded to. Teachers liaise with parents either face to face or by phone, some pupils have a home school diary to support communication and parents are encouraged to use Tapestry as a means of communication. Most pupils come to school on transport, so it is paramount we have effective and appropriate channels of communication with parents.
- The academy has Voice of Willoughby, where it seeks the views of pupils and provides them with an opportunity to make changes to the way the school operates, where possible. The voice of Willoughby have decided what they would like to do for Christmas events and are included in interview schedules when employing new members of staff.
- Wellbeing Wednesday sessions and a worry box provides pupils the opportunity to discuss any concerns. Concerns raised via the worry box are picked up by the pupil intervention manager and Wellbeing Wednesday is used as an opportunity to further discuss any concerns
- SEMH framework to ensure all pupils have a universal offer.
- Worry boxes or monsters are available and supported by mental health lead.
- Pupil Voice (where possible) is collected and suggestions acted upon. Willoughby adapted the Trust pupil voice survey and those who could answer were given the opportunity to share their voice. An area where pupils particularly expressed a view was the development of a playground in upper school. This has now been actioned.
- All Pupils access the local community and visit different places to experience different cultures and experiences. Pupils access the local bowls club, cafes, swimming pool, library
- The academy seeks support from specialist groups, e.g. Lincolnshire Children's Services, to ensure that pupils have access to opportunities. We are particularly keen that all pupils are able to access and explore the opportunities available to them after Willoughby and regular visits are planned to share what is available. We also work closely with providers to ensure successful transition packages are put in place,
- The academy works with specialist sporting groups to ensure that pupils can access sporting activities/ competitions. POSH ladies visited and ran a number of sessions for our pupils, they also regularly provide free tickets so our pupils can access. A number of pupils have become avid supporters!
- All pupils (where relevant) have equal access to STEM and careers activities. Our careers lead works alongside providers to ensure that as many pupils as possible can access. The RAF provided a great STEM sensory session for our pre formal classes, whilst providing very different activities for our more formal learners
- All parents have access to Tapestry and can share celebrations with the academy community
- Access to Duke of Edinburgh and 'Sailability' experiences. D of E is accessible to all pupils from Year 9 and above and Sailability has been rolled out to a post 16 informal class. All pupils were able to access whether they were ambulant or not
- Visit and receive pupils from our local Secondary schools. For example when they are completing work experience, science week activities and during the academy's sports day.
- Pupils regularly access their local community. Local trips to Tesco, Bourne Woods, local park, library, post office
- Events are organised with local schools. Watching a secondary school show
- Willoughby takes part in local community events. Remembrance Day parade, Bourne events
- Willoughby has ongoing support from local business to develop career opportunities. Pupils have been on work experience at the local garden centre, Tesco, decorating centre, with a local photographer, at Don't Lose Hope Garden.
- Through the SEMH framework pupils are identified for support and access to ELSA trained staff support.
- Learning/subject options are given for Post-16 planning.

**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 the academy has very low rates of bullying, discrimination harassment or victimisation incidents. 2 incidents of bullying have been recorded for the year
- At point of review the academy has had 1 suspension
- Reactive PSHE alongside timetabled PSHE sessions and ongoing emotional literacy development.
- ELSA engagement and review has seen pupils responding well to intervention and in so doing engaging better in lessons.
- The range of visits/extra-curricular activities increases year on year. This is being enhanced by the development of our careers programme and the activities planned in to the curriculum, Swimming, Dof E,
- Continuing development of an accessible and broad curriculum for all pupils. Willoughby has a range of pathways dependent on the needs of the individual. A clearly planned and progressive curriculum supports learning and progress.
- Curriculum prioritises are communication, personal development and aspirational pathway through life.
- All pupils are invited to the Futures Fayre to reflect on their future prospects and PFA is discussed at every child's annual EHCP meeting.
- Developing a whole school culture and language based on unconditional positive regard.
- Staff and pupils use appropriate, inclusive, language towards each other. Shared language '*be safe, be ready and be kind*'.
- Embedding of Trust values within school and therapeutic approach to SEMH and behaviour management.

**Next Steps:**

- To develop and embed the PSHE curriculum.
- Purposeful enrichment opportunities to support the curriculum including equality and diversity.