



# **Public Sector Equality Duty**

The Priory City of Lincoln Academy

*The Priory Federation of Academies Trust (The Trust) will adhere to the requirements of the Equality Act 2010 by not discriminating against students, staff, volunteers or anyone involved in external agencies with which the organisation may be working with on the grounds of any protected characteristic.*

Our Academy	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<p>The protected characteristics are:</p> <ul style="list-style-type: none"> <li>• Age*</li> <li>• Disability</li> <li>• Gender reassignment</li> <li>• Marriage and civil partnership*</li> <li>• Pregnancy and maternity</li> <li>• Race</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul> <p>*These characteristics apply to the Trust as employers, but not in relation to our provision for students.</p>	<ul style="list-style-type: none"> <li>- Stonewall Champion and Stonewall Bronze Award</li> <li>- Pupil anti-bullying approach prohibits derogatory HBT (homophobic, bi-phobic and transphobic) language or bullying.</li> <li>- Recording and analysis of incidents that have occurred between people who share a protected characteristic</li> <li>- Priory Pride enrichment club for LGBTQ+ students and allies.</li> <li>- Assemblies and SMSC focused on LGBTQ+ history and rights during PRIDE month.</li> <li>- Stonewall role model assemblies for all pupils.</li> <li>- Diverse family models are used throughout the curriculum.</li> <li>- Genderless uniform for pupils and staff.</li> <li>- The recorded incidents of bullying in the academy is low, we have included student friendly anti-bullying documentation in the student planner to support students to recognise bullying</li> </ul>	<ul style="list-style-type: none"> <li>- All students can access the full curriculum</li> <li>- We promote and monitor all pupil groups in our extra-curricular provision, including leadership opportunities.</li> <li>- We ensure our pupils have the appropriate level of inclusive support to choose from our extra-curricular offer.</li> <li>- Our Accessibility plan addresses issues of equality for those with a disability.</li> <li>- Pupils with protected characteristics who may qualify for additional exam access are identified and arrangements made.</li> <li>- Our RSE curriculum is inclusive and advances equality.</li> <li>- All staff training on challenging HBT language and bullying.</li> <li>- All staff training on the difference between gender identity and sexuality.</li> <li>- Staff workshops to cultivate an inclusive environment.</li> </ul>	<ul style="list-style-type: none"> <li>- We promote and monitor all pupil groups through Priory Baccalaureate, certificates and celebrate achievements of all students with many opportunities to foster good relations.</li> <li>- Students with protected characteristics encouraged to join CCF, 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.</li> <li>- School curriculum reflects and celebrates cultural diversity</li> <li>- We encourage collaborative work between different groups in the community.</li> <li>- The academy organises and encourages attendance to places of worship for different faiths.</li> <li>- Academy all staff training on the difference between gender identity and sexuality this has built staff</li> </ul>

	<p>when it is taking place and to know what to do and who to talk to if it does occur.</p> <ul style="list-style-type: none"> <li>- Extra-curricular offer, revised following pupil voice to entice under-represented groups' and uptake monitored</li> <li>- Recording and tracking data on religious profile of our student body.</li> <li>- Students are trained as Well-being ambassadors, Peer Mentors etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Priory Pride enrichment club for LGBTQ+ student and allies.</li> <li>- Assemblies and SMSC focused on LGBTQ+ history and rights during PRIDE month.</li> <li>- Stonewall role model assemblies for all students.</li> <li>- Diverse family models are used throughout our curriculum.</li> <li>- Genderless uniform for students and staff.</li> <li>- Anti-bullying documentation included in the student planner.</li> <li>- Sixth form Wellbeing Champions support diversity across the Academy.</li> <li>- Subject Champions represent a diverse profile of students.</li> </ul>	<p>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 peoples differences and support one another because they know more about it.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Diverse family models are used throughout the curriculum to ensure that 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 helps to normalise all types of family model to all of our students and staff.</li> </ul>
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	<p><b>What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b></p>	<p><b>What do we do to engage with the protected groups in order to advance equality of opportunity?</b></p>	<p><b>What do we do to engage with protected groups in order to foster good relations?</b></p>
	<ul style="list-style-type: none"> <li>- We work with the Trust to ensure that consideration is given to disadvantaged and SEN pupils with protected characteristics.</li> <li>- 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 and age.</li> <li>- Disability groups and SEN students consulted on provision for access to the Academy</li> <li>- An active student council made up of different groups, genders and ages.</li> <li>- The academy celebrates and acknowledges a diverse selection of religious occasions.</li> <li>- Student voice asked for a genderless uniform policy for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotion and monitoring the involvement of all groups of students in the extra-curricular offer.</li> <li>- The academy promotes a wider curriculum offer accessed appropriately, fairly and equally by pupils who traditionally might not have benefitted from such provision.</li> <li>- We have enrolled staff to participate in the Trust Northern Lights Re-energising the 50+ teacher to support NQTs coaching program.</li> <li>- We have an active student council made up of different groups, genders and ages of students, that meets regularly to make informed decisions about events and offering feedback on various aspects of academy life.</li> </ul>	<ul style="list-style-type: none"> <li>- We ensure vulnerable pupils have been offered additional support to fulfil their extra-curricular interests.</li> <li>- Our Student Council meet regularly to monitor and review recommendations aimed at addressing gender inequalities.</li> <li>- 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.</li> <li>- We welcome leaders of different faiths to deliver assemblies.</li> <li>- We foster an inclusive and supportive climate that aims to</li> </ul>

	<ul style="list-style-type: none"> <li>- Assemblies and SMSC focused on LGBTQ+ history and rights during PRIDE month.</li> <li>- Stonewall role model assemblies for all students.</li> <li>- Priory Pride enrichment club for LGBTQ+ student and allies.</li> <li>- Personal Development day allows students allows students to voice their concerns.</li> <li>- We have an LGBTQ+ Lead who supports and liaise with staff, student and family.</li> <li>- SEN student profiles written to reflect areas of need incorporating student voice.</li> <li>- Regular SEN review meetings are held with parents/carers and students.</li> </ul>	<ul style="list-style-type: none"> <li>- We gather comprehensive data on student voice from all students that informs improvement.</li> <li>- Staff sent on Stonewall training to ensure we are providing an inclusive environment.</li> <li>- Priory Pride enrichment club for LGBTQ+ student and allies.</li> <li>- Regular review meetings with trans students and their families to ensure we are providing a safe and inclusive environment.</li> <li>- Priory Pride enrichment club for LGBTQ+ student and allies.</li> <li>- Assemblies and SMSC focused on LGBTQ+ history and rights during PRIDE month.</li> <li>- Stonewall role model assemblies for all students.</li> <li>- Anti-bullying documentation included in the student planner.</li> <li>- Wellbeing champions provide support for students with protected characteristics.</li> </ul>	<p>support children and their families who express gender identity questions.</p> <ul style="list-style-type: none"> <li>- Genderless uniform for students and staff allows gender questioning students or staff to feel comfortable in their choice of uniform. This has also served to normalise gender fluidity.</li> <li>- Well informed staff are supportive of LGBTQ+ students and staff, greater knowledge and understanding has built empathy and normalised protected characteristics.</li> <li>- Priory Pride enrichment club for LGBTQ+ student and allies.</li> <li>- Stonewall role model assemblies for all students and assemblies and SMSC focused on LGBTQ+ history and rights during PRIDE month. This has resulted in a substantial reduction of the use of casual HBT language, such as “you’re so gay”.</li> </ul>
	<p><b>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</b></p>	<p><b>How effective are we at advancing equality of opportunity?</b></p>	<p><b>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</b></p>
<p><b>Low rates of bullying/discriminatory incidents</b> 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</p>	<p><b>Women into Leadership project</b> 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</p>		<p>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.</p>

	<p>seriously working closely with the student and their family to educate.</p> <p><b>PSHE delivered effectively</b> The academy delivers a comprehensive PSHE curriculum to all students that meets and often exceeds DfE statutory requirements. 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.</p> <p><b>LGBTQ+</b></p> <ul style="list-style-type: none"> <li>- Fewer incidences of the use of HBT language or HBT bullying recorded on SIMS.</li> <li>- Decrease in the use of HBT slang amongst students. A change in climate amongst students has seen awareness that HBT slang is unacceptable. Students are intrinsically motivated and often challenge one another for using inappropriate HBT language.</li> </ul>	<p>significant success with excellent feedback on the project.</p> <p><b>Range of opportunities for all</b> 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.</p> <p><b>LGBTQ+</b></p> <ul style="list-style-type: none"> <li>- LGBTQ+ students are openly accepted as they are without stigma in their social groups.</li> <li>- Increase in the number of openly trans or gender fluid students in the academy.</li> <li>- Improvement in the signposting and provision of external agency support for LGBTQ+ students and their families.</li> </ul>	<p>Our priory Bacculaureate ‘Stars and Stripes approach’ celebrates the achievements of all students.</p> <p>Our work on projects such as First Story and Football Journalism introduces and encourages students from diverse backgrounds to try writing in different ways. The projects culminates with the students publishing and featuring in their printed text. This is celebrated at an awards ceremony in the city.</p> <p>The number of openly LGBTQ+ students at the academy who feel confident and safe expressing their gender identity and / or sexuality is testament to the culture we are growing.</p> <p>Our anti-bullying approach gives confidence to students and staff with protected characteristics.</p>
<p><b>Next steps</b></p>	<p>To promote and monitor the involvement of all groups of students, and specifically those with protected characteristics, in the extracurricular life of the academy.</p>		