



# **Public Sector Equality Duty**

Pembroke Priory Academy  
2019-2020

*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?  |
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| <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> | <p>Pembroke keeps records of all significant events including any events that involve these protected characteristics. The evidence we have so far shows that there is a low level of discrimination, harassment and victimisation against these characteristics.</p> <p>Parent voice also supports this. Parents report that bullying is dealt with effectively and bullying incidents are low. Bullying is logged into categories.</p> <p>Assemblies &amp; Awareness programme are used to tackle issues. The impact being a raised awareness and low rates of incident.</p> <p>Inclusion areas and safe spaces have provided a safe space for students to communicate and has, for example, supported trans students becoming increasingly involved in the life of the school.</p> <p>Attainment and effort data is collected every module – the data is reviewed</p> | <p>Despite a low number in these groups, we know it is important that we educate for future lives. Our mission is to create citizens of the world and hence as part of our curriculum, we have lessons and other events that target these areas.</p> <p>All students can access the full curriculum.</p> <p>Clubs, trips and activities are open to all students. They are equitably provided for, for example, field trips are continually adapted to ensure disabled access. Consideration is given to the actual location of the trip, providing coaches with hand rails and wide aisles, TA support, access to disabled toilets.</p> <p>We also informally ensure that pupils in these groups are targeted to increase participation – e.g. Art / Sport /Dance projects.</p> | <p>We have an inclusive approach here at Pembroke. Our motto is “achieving together”. This is done on a day-to-day basis where pupils, staff and other stakeholders work collaboratively.</p> <p>We have awareness events throughout the curriculum. In addition, actively encourage discussions around each of the areas.</p> <p>E.g. gender reassignment.</p> <p>When cases arise from discussions, the school are quick to react and support. To do this, we use the formal processes in place but more importantly, we educate in order to change behaviours. E.g. – the use of the word “gay”</p> <p>The curriculum design allows us to celebrate cultural diversity on a regular basis. PSHMRE / SMSC Map.</p> |

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|  | <p>and actioned in accordance to the protected characteristics groups. Students with protected characters made good progress in comparison to their peers.</p> <p>The school also keeps logs of destination data for all groups. Data suggests that there are low instances of NEETs for students with protected characteristics.</p> | <p>The impact of the above is that we have raised awareness and created an open community where any persons can feel comfortable and raise any concerns.</p> <p>We use the Priory HR team as a tool for staff and the pastoral team for pupils. We also have a forum where parents can also raise concerns.</p> <p>E.g. – Sexual Orientation cases / Gender Reassignment case / Pregnancy case.</p> <p>As we are an inclusive, school and encourage all students to participate in Student Voice.</p> <p><i>Development of the Pembroke experience (Pledge Programme) promotes and actively seeks out equitable provision.</i></p> <p>There is a myriad of support staff that understands the needs of the students and supports them, for example, Pastoral Managers, Heads of House, SENCO etc.</p> |  |
|  | <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>   |
|  | <p>Any persons deemed to be within any of the groups are considered in the decision-making within the academy. For example, they are represented on the Academy Council.</p>  | <p>Pembroke has a strong careers provisions. We have been awarded a Careers mark in July 2020. We were commended on “Career of the Module”.</p>   | <p>Consultation with groups, e.g. Stonewall</p> <p><i>Student Council to monitor and review recommendations aimed at addressing gender inequalities.</i></p> |

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|  | <p>Disability groups and SEN students consulted on provision for access to the Academy.</p> <p>Diverse offer of religious celebrations acknowledged.<br/>Stonewall/LGBT groups involved in delivery of PSHE.</p> <p>SEND student passports written to reflect areas of need incorporating student voice.</p> <p>Learning Strategies provide support for social/emotional/physical issues.</p> <p>Regular SEND review meetings are held with parents/carers and students.</p> <p>Through the curriculum we engage with protected groups e.g. Holocaust, Black History Month. The impact is the positive promotion and understanding of protected characteristics.</p> | <p>We arrange a series of outside speakers who have made non-traditional career choices as role models to share their experiences.</p> <p>Ensure we have specific clubs to strongly encourage participation – e.g. girl’s football.</p> <p>Reading mentoring set up with some persons to enhance opportunity.</p> | <p>Children with disability have a ‘buddy’ in school when needed.</p> <p>Faith leaders deliver assemblies which allows children to see members of different faiths as a part of their community. It also allows children of a particular faith to feel represented, and allows them an opportunity to discuss their faith with their peers.</p> <p>LGBT events are run within the academy to help promote understanding and tolerance.</p> <p>Reactions to national/international issues. Promote discussion on a weekly basis through the SMSC lessons.</p> <p>Pembroke works really closely with the local community – e.g. Parish council / local Primary school / CCF / Scouts / WI<br/>The students are encouraged to build up links with the local community and work together.</p> |
|  | <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>Data shows that there are low rates of bullying/discriminatory incidents.</p> <p>Pastoral &amp; safeguarding teams respond to incidents immediately. This is</p>  | <p>We employ and train High level Teaching Assistants to support the teaching and learning of students with disabilities, e.g. Visual Impairment.</p>   | <p>We continue to evolve the curriculum to ensure that the relations grow stronger.</p>   |

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|                          | <p>effective as it swiftly addresses any form of harassment. HOY and Pastoral ensures staff are able to effectively deal with harassment and victimisation swiftly. This supports staff in their ability to address issues.</p> <p>Through internal QA and student voice, the data shows that PSHE is delivered effectively and this has an impact upon how students behave towards one another.</p> <p>Exam results and destination results by categories. Gaps are closing.</p> <p>Exclusion data does not show any major discriminations. There is a low rate of fixed-term and permanent exclusions.</p> | <p>We continue to strive and narrow the attainment gap - SEND achievement is monitored and relative context is taken.</p> <p>Destination data has improved over the last 3 years for all students.</p> <p>Participation in visits/extra-curricular activities are improving.</p> <p>Range of opportunities for all students is getting better.</p> <p>PP and LAC funding used to support participation in extra-curricular activities and to provide additional classroom/academic support where required.</p> | <p>Parent questionnaires go out with all reports which provides an opportunity to all those with protected characteristics to raise concerns and share ideas for improvement.</p> <p>Staff wellbeing champions provide staff with an opportunity to raise any concerns in a safe space.</p> <p>We have, and continue to hold, a number of student led projects which aim to increase awareness and encourage all pupils to work together, e.g. Stand up, Speak out; Make a difference</p> <p>Stakeholder voice shows that staff and students feel safe at the academy and are happy to raise any issues if they occur.</p> |
| <p><b>Next steps</b></p> | <p>Promote and further monitor the uptake of those with persons with the protected characteristics in extracurricular opportunities.</p> <p>Ensure that we balance the interests of all pupils to ensure the best possible educational outcomes.</p>   |  |  |