



# Public Sector Equality Duty Audit

## The Priory Academy LSST

Reviewed by: I Dinnie

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 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:**

LSST is the most over-subscribed school in Lincolnshire and is consistently described as one of the top performing state schools in the country. Although the 2012 IDACI measure places the academy as the 6th most deprived school of the 12 schools in Lincoln, attainment on entry is above the national average. Although the percentage of 'groups of pupils (FSM, SEN support, EHC) is below the national average a significant increase is evident year on year. Attendance is consistently high and persistent absence is consistently low. Suspensions and permanent exclusions are also low, at the point of this review. Progression from Y11 is predominantly to the 6<sup>th</sup> Form. Progression from Y13 is predominately to university.

LSST is a National Computing Hub and has been working with the DfE as part of the National Language Hubs programme. Until recently it has been a Science Learning Partnership; a lead school for the Institute of Physics and a Specialist Physics SLP. Through our links with these national programmes, we have directly supported 86% of Lincolnshire schools. LSST has close links with the Lincoln City Foundation to enhance pastoral developments.

LSST is currently accredited with: Careers Mark, Computer Quality Mark, Excellence for Financial Planning, E-Safety – Gold Award, The Duke of Edinburgh Award Scheme and the Combined Cadet Force.

**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.**

- There is regular discussion of the protected characteristics in Personal Development activities, which raises the pupils' awareness of these issues further and supports work done in the Awareness programme and within curriculum with pupils
- Enrichment tracker means that the engagement of pupils with protected characteristics can be monitored.
- Pupils are trained as Anti-Bullying Ambassadors, Wellbeing Ambassadors and Peer Mentors
- The academy has a Priory Pride group.
- Assemblies & Awareness programme are used to deliver statutory guidance content, but we also ensure an element of flex so that reminders of issues as they arise, such as vaping and sexual harassment, can be addressed in a timely manner. We have a structured programme with 50 minutes teaching each week to all year groups. This programme contains the following strands: Community, Careers and the Wider World, Relationships, Sex and Health Education (RSHE) and British Values.
- 'My Concern' and the SIMS/Satchel log ensure incidents are reported promptly and dealt with. In 2023-24 the MyVoice function in MyConcern was launched to enable another way for students to raise any concerns they have.
- There is a separate log for Racist and discriminatory incidents.
- The academy has one Awareness Day during the year. This day is an opportunity for us to focus in on certain areas of the curriculum we feel would be better addressed by external speakers with added expertise. Pupils are off their regular timetable for the day and focus on areas such as County Lines, sexual health and revision strategies.
- Clubs, trips, activities are open to all pupils
- Translators or signers are used for meetings with parents and events where required. For example, a sign language expert has been used at Year 6 welcome evenings and at Parents' Evenings and Prize Giving Ceremonies where needed.
- Exam arrangements are provided for all pupils where needed.
- Pupils from overseas are able to take the GCSE and/or A level language examination in their 1st language if it is available.
- Admissions procedures have been developed to include admission forms in different languages.
- Where needed attendance letters are translated in priority languages
- SLT hold 'drop in' evenings open to all parents to enable any concerns or issues to be raised.
- Equality is promoted across the curriculum especially in RE and Awareness. All pupils sit GCSE RE at the end of Year 10.
- We take part in the Red Box initiative to tackle 'period poverty' and the academy now provides free 'period products' around the academy site. This initiative is publicised in assemblies.
- We have regular links with the local community including PCSO meetings, Bracebridge & Manse Neighbourhood Board, RAF Waddington Service Pupils. This builds community links and understanding especially between different generations
- We are pro-active in responding to issues raised by pupils on an 'ad hoc' basis, for example creating a lunchtime prayer room for some Muslim pupils.
- The Academy has adopted a gender-neutral uniform policy

- Parent/carer questionnaires go out during parent's evenings.

**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.**

- Pupils with SEND have profiles written to reflect areas of need and incorporating the pupil voice
- PMs & Learning Strategies provide support for social/emotional/physical issues. Our mental health lead supports our PMs and LSA's if required.
- Regular SEND review meetings are held with parents/carers and the pupil.
- Pupil council meet regularly and have representatives from Priory Pride.
- Pupil questionnaires completed by all year groups. This is coordinated during the academy day to ensure all pupils participate. In addition to this all students complete wellbeing surveys every term monitored by Heads of Year and Pastoral Managers to identify and pick up any issues.
- Peer listeners and student mental health ambassadors are available to support pupils.
- SEND department in the academy provides day to day support in school for pupils including those with disabilities
- Pupil council minutes record discussions and outcomes of relevant issues.
- Liaison with outside agencies and representatives from protected groups such as Educate & Celebrate and Think2Speak to support and inform practice.
- Pupil voice is collected for parental meetings, TACs, CINs, CPCs reviews.
- Staff wellbeing champions promote staff well-being across the academy.
- For students impacted by any issues we have a range of internal mechanisms (peer mentors, academic mentors, wellbeing ambassadors, staff mentors) and external agencies (Energize, MHST, Nurture Garden, Mick Kelly) to provide additional support and capture the views of students when required.

**How effective are we at eliminating unlawful discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations?**

**Map to evidence/records kept.**

- Satchel One and My Concerns ensures that staff report ALL incidents.
- Pastoral & safeguarding teams respond to incidents immediately.
- Deputy Headteacher, Associate Assistant Headteachers Pastoral, DSL, DDSL and SENDCO meet regularly to review any incidents. For more serious incidents advice and guidance is sought through the Trust DSL.
- Head of Year and PM for each year group effectively engage and support pupils from protected groups.
- Relevant training (Safer Recruitment, Brooks Traffic Light and safeguarding briefings with quiz's) has been undertaken by staff to develop their understanding.
- Awareness programme monitored weekly by SLT to ensure SoL are being delivered effectively and pupils are engaged in the programme.
- Immediate action is taken by staff when any concerns or incidents are reported, and action/impact is recorded in Pastoral Logs and My Concerns chronology.
- We work closely with external agencies and youth workers to provide interventions for pupils who are involved in incidents of discriminatory behaviour
- Pupil prefect body, especially the senior prefect team, in recent years reflect equality of opportunity for all pupils.
- Staff openly support groups such as wearing Priory Pride badges and they challenge and address any homophobic or other discriminatory comments or actions as evidenced using Satchel and My Concerns.
- Enrichment Leaders track pupil participation in House, Enrichment and Extra-Curricular activities to monitor levels of participation across all groups of pupils. The use of QR codes for signing into extra-curricular activities has supported this tracking process.
- Investment in refurbishment of PE and swimming pool changing areas to create more single occupancy changing facilities.
- Analysis of parental questionnaires can identify parents of pupils with protected characteristics to ensure any issues are responded to.
- Staff wellbeing champions are introduced to all staff and regular communication is sent to ensure staff feel supported throughout their time at the academy.

- Pupil wellbeing surveys are conducted by Heads of Year termly to ensure any issues or concerns can be identified and appropriate support actioned.

**Next Steps:**

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- Develop the use of MyVoice as an additional reporting mechanism for students.
- Continue to monitor current legislation and update policies/procedures when needed