



# Public Sector Equality Duty Audit

**St John's Primary Academy**

Reviewed by: E Jefferson

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 pupil, 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:**

St John's is an above average sized primary academy with 367 on roll as of May 2025 in a 2 form entry class arrangement. In January 2024, the school moved from being a standalone Academy to join the Priory Federation of Academies Trust.

The percentage of pupils currently in receipt of the pupil premium is 21% which is broadly in line with national average figures. The percentage of pupils identified as having special educational needs is 17% as of May 2025. The overwhelming majority of pupils are of White-British ethnicity, however, there is an increasing number of Black African children joining the school. Very few children speak English as an additional language. St John's currently has 57% pupils who are girls and 43% who are boys.

The vast majority of our pupils come from Bracebridge Heath and the surrounding areas, including Waddington.

The school most recently had an OFSTED inspection in June 2023 where it received a 'Good' grading.

**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 pupil.

**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.**

- Reporting of Racist/bullying incident ensures incidents are identified and addressed so all involved can receive an appropriate education to eliminate future discriminatory behaviours. This is shared with the LGB who hold the headteacher to account. There is a culture of follow up education for pupils involved in incidents like these through workshops, focused interventions and pastoral support.
- After school clubs have places designated for children in receipt of pupil premium and costs are reduced by 50% where applicable. We also have a good range of free extra-curricular activities.
- PSHE and RSE curriculum ensures proactive work takes place to reduce the likelihood of discriminatory, harassment or victimisation incidents. Sensitive delivery of RSE / PSHE to promote understanding of those with protected characteristics (age and stage appropriate)
- Strategies are in place to engage under-represented groups, for example, the academy uses additional funding where possible to provide specialist equipment for pupils with disabilities (e.g. the provision of specific seating to ensure children with specific needs are able to access their class seating).
- RE is taught following a scheme which covers different religions and their beliefs.
- Arrangements are made for pupils' observing religious events e.g. separate spaces for pupils fasting during Ramadan. At the same time, all pupils in the school are educated on different religious beliefs and festivals to develop understanding, tolerance and respect. We invite members of different religious communities to come and speak to pupils and discuss their first-hand lived experiences. This academic year, a Muslim parent coming to speak about Ramadan and Eid and a Jewish visitor came to speak about Passover. We also invite our local Vicar into school to lead assemblies on Christian festivals such as Advent and Lent.
- The Academy's Accessibility Plan ensures that all pupils can access the site and there is no unfair advantage given to able bodied pupils.
- Visits to places of worship provide opportunities for children to understand other cultures and build positive relationships. It also allows children of different faiths to educate their peers about their faith/culture. This year (2024-25), pupils in KS1 have visited the local Church. Children have previously visited the Mosque and we are creating a cycle of religious buildings to be visited across the breadth of the school.
- The academy has embedded British Values and the Academy Values into all aspects of academy life as this encourages a positive and respectful ethos where all are treated equally and given the same responsibilities.
- The Academy participates in Trust safeguarding audits to ensure consistent practice for all pupils.
- Assemblies used to promote understanding of those with protected characteristics – for example understanding different faiths, cultures – Chinese New Year, Diwali, Christmas, Vesak. Disabilities – children's mental health week, Downs Syndrome awareness day. Children are taught what the protected characteristics are.
- Engagement with wider organisations who support with developing understanding around disability – e.g. in 2024/25 - ADHD Lincs delivered parent and staff workshops. The Virtual Autism Hub and Mental Health Support Team have also delivered parent workshops this academic year.
- Assessment of pupil needs take place to apply and deliver access arrangements for all testing in order to enable them to access the academy/curriculum.
- Opportunities for pupils to take part in para-sports alongside pupils from special school settings with disabilities.
- Collaborative working encouraged between different groups within the community – the school choir have performed at a coffee morning for the elderly at the village hall and took part in the Remembrance service at the local church.
- The school has a signing choir which promotes inclusive communication. The children use sign language during assemblies to say good morning / good afternoon.

- St John's is currently part of a careers pilot programme with implementation planned over the course of the next academic year with a focus on removing bias and stereotypes. This year, we have invited visitors with different careers and actively challenged stereotypes e.g. we invited the first female fighter jet pilot to come and talk about her role.

**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 disabilities are consulted on provision to ensure that it is appropriate and meeting their needs. If any barriers are highlighted, the academy works to remove them. Consultation takes place with pupils and their parents through the Pupil Profile and EHC processes.
- Reasonable adjustments made to support pupils with disabilities are shared with transition schools to ensure that appropriate provision is in place.
- The academy has invested time in setting up pupil groups who represent the diversity of the pupil population. For example, School council representatives, playground buddies, reading ambassadors. The role of the groups is to reflect pupil opinion and to make changes to the way the academy runs based upon pupil feedback. For example, if pupil feedback was that there was a lot of unkind messages being sent on social media then the groups would work with staff on putting in place whole-academy strategies to target this concern.
- Student voice and parent/carer voice is sought with the information collected used to ensure that there is equitable provision and any negative areas highlighted are addressed as a matter of concern.
- The Academy works with outside agencies and organisations to come into school and provide parent and staff workshops on special educational needs e.g. recently ADHD Lincs has come in to give practical strategies for supporting pupils. This work then improves the experiences on offer for pupils with a protected characteristic.
- The academy provides additional support where necessary for pupils applying for secondary school, e.g. supporting families from diverse cultural differences, to ensure the right application is made for the pupil. An example of this is pupils with SEND have additional transition visits and the SENCO passes additional information on to school. We have also supported a family with EAL in finding out and accessing open evenings at a local secondary,
- The academy provides additional support to all families, a recent example of this was supporting pupils of a different race / nationality where the family was going through a VISA application.
- We foster positive relationships with the local community, a recent example is the choir being asked to perform for the elderly at the village hall as part of an afternoon tea event.
- The school's signing choir to support children with effective communication and inclusive for all.

**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 point of review the academy has low rates of bullying/discriminatory incidents.
- Participation in visits/extra-curricular activities is high for all groups of pupils.
- The academy's lesson observations and behaviour logs show that pupils and staff respect each other and work well together.
- External visitors are happy to come to the academy and work with our pupils.
- Children's personal development was noted as a strength in the June 2023 OFSTED report. One pupil told inspectors "Everyone accepts you for who you are." The report also noted that "Pupils with SEND get the help that they need."

- At the time of review Low rates of suspensions and permanent exclusion especially relating to unlawful discrimination, harassment, and victimisation.
- PSHE curriculum has been strengthened this year to improve the quality of education pupils receive about equality and diversity. Children talk about the importance of this with confidence.

<b>Next Steps:</b>	<ul style="list-style-type: none"><li>• Complete the curriculum enrichment pathway linked with the new Worldviews curriculum identifying visitors, visits and workshops which will enhance this curriculum.</li><li>• Explore further links with the community to support pupils' understanding of protected characteristics.</li></ul>
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**The Trust's equality objectives for 2026-2030 are as follows:**

1. Using our existing support frameworks, the Trust Digital Strategy will be developed to incorporate the Public Sector Equality Duty recommendations around ensuring accessibility for all.
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.