



# Public Sector Equality Duty

The Priory Witham 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.*

The Priory Witham 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>- Audits and provision trackers allow the engagement of pupils with protected characteristics to be reviewed and monitored. The impact is being able to target greater equity of provision through understanding why engagement may be less. Changes made have included adapting sessions or the timings and locations.</li> <li>- The Witham Values programme and Values Days are used to increase understanding and build confidence amongst pupils to ask questions and develop social interactions with their peers. The impact being an increased understanding and awareness leading to a low rate of incidents.</li> <li>- Pastoral support and tracking systems alongside SIMS ensure incidents are reported promptly and dealt with, the impact of which demonstrates to students the importance of such matters, ensuring there is no discriminatory behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>- All students can access the full curriculum</li> <li>- The Witham Values Programme and Values Days provide opportunities for all to take part.</li> <li>- Clubs, trips, activities are open to all students. They are equitably provided for, for example, educational visits are planned to ensure that all pupils are able to participate.</li> <li>- Translators are used for meetings with parents where required.</li> <li>- Exam arrangements meet the needs of all pupils within the cohort i.e. size of desks, font size.</li> <li>- Equality is promoted across the curriculum especially in RE and Values days with the impact of which is the continued education of students which impacts in the positive and respectful ethos of the school.</li> <li>- Development of the Witham Values Programme experiences promote and actively seeks out equitable provision</li> </ul>	<ul style="list-style-type: none"> <li>- Regular communication with parents/carers</li> <li>- Academy Safeguarding and SEND team host cluster meetings.</li> <li>- LGBT + Awareness celebrated</li> <li>- Outside visitors</li> <li>- Values Days</li> <li>- PSHE programme</li> </ul>

	<ul style="list-style-type: none"> <li>- The Academy maintain a log of racist and discriminatory incidents. Incidents are low as a result of the programmes in place.</li> <li>- Each Year Group have a Phase Leader or Year Director who are supported by a team of pastoral staff. They support both pupil and parent needs. They support pupil's re-education and reintegration. There has been a positive impact with re-educating pupils and parents with regards to language and pupils with protected characteristics have noted a change of low level and unthoughtful language.</li> </ul>	<ul style="list-style-type: none"> <li>- There a wide range of pastoral of support staff that understands the needs of the students and supports them, for example, the beacon team, family support workers, Pastoral managers.</li> </ul>	
	<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>- SEN student profiles written to reflect areas of need incorporating student voice</li> <li>- Learning Strategies provide support for social/emotional/physical issues.</li> <li>- Regular SEN review meetings are held with parents/carers and students</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Student council meet regularly and student questionnaires completed for all year groups which enable all students including those with protected characteristics to voice any concerns or questions which are then reviewed by the academy.</li> <li>- A range of support staff operate across the academy in order to support all students including those with protected characteristics. The dialogue between the students, their views and ambitions and a link with people with influence who can then support them.</li> <li>- The Pastoral Teams promotes a safe space for conversations for people with protected characteristics and then develop strategies to support. This also informs the education programme such as PSHE and Values Days.</li> </ul>	<ul style="list-style-type: none"> <li>- Student council minutes record discussions and outcomes of relevant issues.</li> <li>- Working with the local community</li> <li>- The Pastoral Teams promotes a safe space for conversations for people with protected characteristics and then develop strategies to support. This also informs the education programme such as PSHE and Values Days.</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>
	<ul style="list-style-type: none"> <li>- SIMS tracking ensures that staff report any incidents. Incidents are low.</li> <li>- Pastoral &amp; safeguarding teams respond to incidents immediately. This is effective as it swiftly addresses any form of harassment. The pastoral structure ensures staff are able to effectively deal with harassment and victimisation</li> </ul>	<ul style="list-style-type: none"> <li>- Data is produced for relevant groups such as SEN and EAL in order to closely track and monitor groups and identify where intervention is needed.</li> <li>- PP funding used to support participation in extra-curricular activities and to provide additional classroom/academic support where required.</li> </ul>	<ul style="list-style-type: none"> <li>- Parent questionnaires go out with all reports provides an opportunity to all those with protected characteristics to raise concerns and share ideas for improvement.</li> <li>- Staff wellbeing champions</li> <li>- Values Days and PSHE programme is very effective in providing a solid educational programme where students develop and foster an</li> </ul>

	<p>swiftly. This supports staff, particularly pastoral staff in their ability to address issues.</p> <ul style="list-style-type: none"> <li>- Assistant Headteacher Pastoral, DSL, DSO and SENDCO meet weekly to review any incidents.</li> <li>- Relevant training available for all staff both in and out of the academy, training logs are kept.</li> </ul>		<p>understanding of protected characteristics. This supports in the fostering of relationships within the academy.</p> <ul style="list-style-type: none"> <li>- The Pastoral Team are effective in their liaison with groups representing protected characteristics and working with them to develop the curriculum.</li> </ul>
<b>Next steps</b>	<p>To continue to promote and offer coaching opportunities linked to the Witham Coaching standard.          To re-introduce extra-curricular opportunities following the restrictions placed on us by Covid-19.</p>		