



Public Sector Equality Duty Audit

Priory Ruskin Academy

Reviewed by: R Wyles

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:

Ruskin is a larger than average 11-18 Academy with over 1400 pupils on roll. The academy dynamic is influenced by local provision, consisting of two grammar schools and a further local school which until recently was single sex. The academy has a very comprehensive intake of young people. The academy has higher than national average disadvantaged pupils on roll.

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.

- Assemblies & Awareness programme are used to tackle issues.
- 'My Concern' and the SIMS log ensure incidents are reported promptly and dealt with.
- There is a separate log for racist and discriminatory incidents.
- We have an Equality & Diversity Officer in the academy who works with a range of young people. She supports pupil's re-education and reintegration.
- Inclusion clubs and safe spaces have provided a safe space for pupil to communicate and has, for example, supported transgender pupils becoming increasingly involved in the life of the school.
- All pupils can access the full curriculum
- PSHE programme, PD tutor programme and assemblies support low incidents of discrimination.
- Clubs, trips, activities are open to all pupils. 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 handrails and wide aisles, TA support, access to disabled toilets.
- Translators and signers are used for meetings with parents where required.
- Exam arrangements are provided for all pupil where needed, for example a partially sighted pupil currently at the academy.
- Equality is promoted across the curriculum especially in RE and PD days with the impact of which is the continued education of pupil which impacts in the positive and respectful ethos of the school.
- Development of the Ruskin experience promotes and actively seeks out equitable provision
- Safe space group fosters positive relationships between those with protected characteristics and those who do not.
- There is a myriad of support staff that understands the needs of the pupil and supports them, for example, the Ideal Officer, Pastoral Managers, Assistant Heads of House, SENCO etc.
- Academy Safeguarding and SEND team host cluster meetings.
- Regular communication with parents/carers
- LGBT + Awareness celebrated
- Outside visitors – for example, the Sikh Association; Nottingham Gurdwara visit
- PSHE programme
- Safe space group
- Humanities club
- Student leaders support equality and diversity projects.
- The academy has an Equality & Diversity Officer to educate, train and promote Equality & Diversity.

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 which incorporate their voice to assist understanding and enable support
- Learning Strategies provide support for social/emotional/physical issues.
- Regular SEND review meetings are held with parents/carers and pupil
- Equality and Diversity Officer works with the Safe Space groups
- E & D Officer liaises with groups and research issues to inform her work.
- Through the curriculum we engage with protected groups e.g., Holocaust survivors, Black History Month.
- Pupil council meet regularly, and pupil questionnaires completed for all year groups, which enable all pupils including those with protected characteristics to voice any concerns or questions which are then reviewed by the academy.
- Pupil council minutes record discussions and outcomes of relevant issues.
- A range of support staff operate across the academy to support all pupil including those with protected characteristics. The dialogue between the pupil, their views and ambitions and a link with people with influence who can then support them.
- The Equality and Diversity Officer promotes a safe space for conversations for people with protected characteristics and she then develops strategies to support. This also informs the education programme such as PD days and PD tutor sessions.
- Working with local community, for example the local nursing home, Macmillan coffee morning, rotary etc
- Relevant training available for all staff both in and out of the academy, training logs are kept, for example trauma informed teaching, Misogyny Awareness and Progressive Masculinity training.

How effective are we at eliminating unlawful discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations?
Map to evidence/records kept.

- SIMS and My Concern ensures that staff report any incidents. Incidents are low.
- Pastoral & safeguarding teams respond to incidents immediately. This is effective as it swiftly addresses any form of harassment. House teams and allotted safeguarding case owners ensure staff can effectively deal with harassment and victimisation swiftly. This supports staff, particularly pastoral staff in their ability to address issues.
- Heads of House and Pastoral Managers support effective and swift intervention of incidents
- Data is produced for relevant groups such as SEND and EAL to closely track and monitor groups and identify where intervention is needed.
- Parent questionnaires go out with all reports providing an opportunity to all those with protected characteristics to raise concerns and share ideas for improvement.
- Staff wellbeing champions provide support and welfare guidance
- Awareness Days and PSHE programme is very effective in providing a solid educational programme where pupil develop and foster an understanding of protected characteristics, please see curriculum map for further details
- The Equality and Diversity Officer is effective in her liaison with groups representing protected characteristics and working with them to develop the curriculum.
- Effective delivery of Assemblies & Awareness programme to tackle issues has raised awareness, for example assemblies on protected characteristics and British values
- Through logging/recording incidents promptly has resulted in concerns being dealt with in a timely fashion and demonstrating to pupil the importance of such matters, reducing discriminatory behaviours.
- As a result of the specific log for racist and discriminatory incidents the SLT at the academy have been able to specifically monitor and respond to Incidents resulting in low occurrence because of the programmes in place.

- As a result of the academy's Equality & Diversity Officer the academy has seen a positive impact with re-educating pupil with regards to language used and pupil with protected characteristics have noted a change of low level and unthoughtful language and have felt that the focus on protected characteristics has led to increase support from staff.

Next Steps:

- To promote and monitor the involvement of all groups of pupils, and specifically those with protected characteristics, in the extracurricular life of the academy.
- Ensure all staff are aware of the training opportunities available in relation to equality and diversity.
- For the Equality and Diversity Officer, the DSL and the AHT for Teaching and Learning to discuss the integration of E&D into the curriculum.