



Public Sector Equality Duty

Willoughby

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.

Willoughby School	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"> • Age* • Disability • Gender reassignment • Marriage and civil partnership* • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation <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"> - Racist/bullying incident reporting and recording show that the level of incidence is very low and any incidents are acted upon swiftly and effectively. - Participation in activities and whole-academy initiatives is high and shows improving levels of participation from all students. - Very low rates of fixed-term and permanent exclusion for students with protected characteristics. There have been no exclusions for incidences of discrimination, harassment and victimisation. 	<ul style="list-style-type: none"> - Participation in school activities are open to all students. - Additional support is provided for students where, as a result of their disability, there is a low level of engagement. For example, the academy uses additional funding to provide specialist equipment or provide alternative timetables. - Academy Accessibility Plan enables all students to access the academy, without advantage being given to able bodied students. - Given the specialist nature of Willoughby, the academy endeavours to ensure that both the curriculum and the extra-curricular offer provides students with the opportunity to be successful once they leave school and have the chance to engage in the opportunities afforded to their peers, e.g. independent living, supported living, attending post-19 education. The academy offers life skill classes, careers events and 	<ul style="list-style-type: none"> - School curriculum reflects and celebrates equality and cultural diversity which encourages students to learn about other faiths and cultures and see them as a part of the community/world in which they live. For example, students visit places of worship which helps to increase their awareness and tolerance. It also provides children of different faiths the opportunity to teach their peers about their religion and how they live their life. - Collaborative working is encouraged between different groups in the community.

		visits to post-19 education providers.	
	What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	What do we do to engage with the protected groups in order to advance equality of opportunity?	What do we do to engage with protected groups in order to foster good relations?
	<ul style="list-style-type: none"> - Ongoing engagement with parents/carers to ensure that any concerns can be highlighted immediately and responded to. - The academy has a Student Council where it seeks the views of students and provides them with an opportunity to make changes to the way the school operates, where possible. 	<ul style="list-style-type: none"> - Student Voice is collected and suggestions acted upon. - Where possible, students are taken into the local community and to visit different places to experience different cultures. - The academy seeks support from specialist groups, e.g. Lincolnshire Children's Services, to ensure that students have access to opportunities. - The academy works with specialist sporting groups to ensure that students can access sporting activities/competitions. 	<ul style="list-style-type: none"> - Faith leaders deliver assemblies and speak to individual classes. This provides students with an opportunity to ask questions and to see members of different religions as a part of their community. - Visit and receive students from our local mainstream schools. - Willoughby students work with their mainstream counterparts, which helps the students to better understand each other and learn to work together. It builds up relationships between the students which helps with community harmony.
	How effective are we at eliminating unlawful discrimination, harassment and victimisation?	How effective are we at advancing equality of opportunity?	How effective are we at fostering good relations between people who share a protected characteristic and those who do not?
	<ul style="list-style-type: none"> - Very low rates of bullying or discriminatory incidents. - Low instances of fixed-term and permanent exclusions. - PSHE is delivered effectively and students engage with it. 	<ul style="list-style-type: none"> - Participation in visits/extra-curricular activities increases year on year. - Continuing development of an accessible and broad curriculum for all students. 	<ul style="list-style-type: none"> - Feedback from stakeholders does not raise any concerns and shows that stakeholders feel that staff and students are respectful and tolerant towards each other.

		<ul style="list-style-type: none">- Progress for students is good.- A proportion of students continue on to post-16 education.- The academy has a low level of NEETs.	<ul style="list-style-type: none">- Staff and students use appropriate, inclusive, language towards each other.
Next steps	To review participation levels in extra-curricular activities to ensure that the academy provision is meeting the needs of all students.		