



Public Sector Equality Duty Audit

The Priory Belvoir Academy

Reviewed by: L Newton

Reviewed: July 2026

*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 were:

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 Trust's Equality Objectives for 2026 – 2030 are:

1. To develop a bespoke professional learning programme for staff on equality, diversity and inclusion which enables them to deliver high-quality, specialist training to stakeholders as required.
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:

The Academy is one of 6 secondary schools, 1 all through school (2-18), 1 special school and 12 primary schools within the Trust. There is a board of Trustees and a local Governing Body.

The Priory Belvoir Academy serves a predominantly rural catchment area of small villages with seven main feeder primary schools: Bottesford, Redmile, Stathern, Harby, Hose, Waltham on the Wolds, Croxton Kerrial and Long Clawson. There are two dual feeder schools – Scalford and Buckminster and there are approximately 20 primary schools who provide intake drawn from a radius of up to 18 miles. There are a significant number of pupils from out of catchment, over 50%, drawing from areas towards Grantham and Bingham. The majority of pupils are transported to the Academy by school bus and public transport including train.

The Academy is popular within the local and extended community and parents are very supportive of the ethos of the Academy which is rooted in high expectations, academic excellence, respect and quality care.

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.

- Racist incidents are dealt with robust consequences and with restorative practice and education intervention to minimise and eradicate repeat incidents with individual pupils.
- Record and monitor all discrimination, harassment and victimisation incidents and action taken immediately in accordance with Trust policy.
- Bullying incidents are reported and dealt with robustly and through restorative practice and education intervention to minimise repeat incidents including outside agencies.
- Pupils with SEND and pupils from ethnic minorities make comparable progress to their peers. This is monitored through subject RAP meetings, reviewed regularly in SLT meetings and is captured through the Academy Profile Report.
- All activities, visits and events are offered to all pupils (within the target age range).
- Careful consideration is given to ensure that the Academy curriculum and provision meets the needs and can be accessed by all pupils and is varied to incorporate the interests of all, e.g., sports clubs, languages clubs and visits to religious buildings in London.
- The Academy's Accessibility Plan ensures that no pupil is discriminated against, and all pupils can take an active role in the life of the Academy.
- Exam access arrangements are reviewed in line with JCQ expectations to ensure fair access for all.
- The academy's PSHE curriculum provides pupils with an opportunity to learn about other cultures and beliefs alongside topics such as prejudice and discrimination to ensure pupils are tolerant and understand the importance of equality and their role in the world as active citizens.
- Assemblies and tutor time prioritise learning opportunities to learn and celebrate about inclusion including the calendar by event e.g., Black history month.
- A piece of diversity work proudly displays the flags of the countries of ethnic heritage, celebrating the diversity of our school community.
- The Academy tries to take advantage of the cultural opportunities on its doorstep. During times of religious celebration, the Academy has organised trips into Leicester (a local city) and Derby, so that pupils can experience cultural and religious celebrations.
- In Year 8 pupils are given the opportunity to visit religious buildings in London and meet with members of the different faiths to learn about their religion and how it affects their lives.
- Pupils have been encouraged to take part in community projects within the village/local towns, e.g. collection of items for the Grantham foodbank.
- Positive relationships with pupils, staff and visitors of all ethnic groups are fostered within the academy. Equality and diversity are included in the academy's calendar ensuring we capture key events across a range of faiths and cultures, which develops pupils' knowledge and understanding. Staff have received equality and diversity training from the Trust and external partners. There is visual representation of the school community's ethnic heritage with flags displayed in the Winterbeck building. Pupil voice and parent voice ensure the academy is fully inclusive and actions anything arising from this information.
- The Academy curriculum reflects and celebrates diversity, e.g., through RS, Geography, Sociology, History, Food Studies, Art, English.
- The Academy celebrate key calendar dates such as Stephen Lawrence day, Hannukah, Eid Mubarak and Chinese new year.
- The spiral PD curriculum covers equality and diversity, from LGBT in year 7 through to human rights in Year 10.
- Tutorial themes each module are linked to equality and diversity themes, e.g., disability awareness month.
- The Academy has achieved the NASUWT Equality Award, ensuring pupils are involved in this project.

- The site has gender neutral toilets to prevent the issue of single-sex bathrooms.
- The academy operates a neutral uniform policy.
- All student on the SEN register have an individual education plan/passport which is shared with all staff.

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.

- The Academy has an Academy Council which has pupil representatives from each year group. The council's voice is regularly sought and is an accurate reflection of the pupil body. Any issues which are raised are dealt with quickly. Pupils are given the opportunity to have a say in how the Academy promotes equality and what events are run and the visitors we have, e.g., Mental Health Awareness Day, LGBTQ+ speakers.
- Staff training and awareness in the experience of those with protected characteristics e.g., Autism awareness, LGBTQ and gender
- Training is delivered to staff to correct terminology, e.g., referring to LGBTQ+, heritage and SEND. This is regularly revisited to ensure an inclusive environment.
- Where religious readings are used in assemblies/celebrations staff will select readings which are multicultural and reflect different religions – there is not just a focus on Christianity.
- Pupils with SEND are met with regularly to review their provision in school.
- The LGBTQ+ pupil group celebrates aspects of this community in school.
- Pupil voice is collected each year.
- The Academy Council meet regularly to discuss key issues within the Academy.
- Link Governor for PD conducts pupil interviews to reflect their views.
- Discussion with parents at SEND clinics, webinars and feedback through Microsoft forms.
- External speakers used to educate pupils about key topics, e.g., LGBTQ+. Disability,
- The Year 7 tutor programme engages students with PHSE themes for discussion and reflection through chosen books which are read aloud by the tutor.
- The Academy has promoted the Black Lives Matter programme, encouraging pupils to speak out about their experiences as well as promoting black role models. All subject areas have reviewed the books and resources to ensure that people from all cultures and ethnic heritages are celebrated e.g In the English Key Stage 3 and Key Stage 4 programmes of study, pupils have had the increased opportunity to explore diverse experiences through the study of black poets and authors. Through studying poetry exploring the theme of belonging, pupils have had the opportunity to find out about and discuss the experiences of Black Britons. We have introduced the novel Boys Don't Cry by Malorie Blackman, and we have explored the life of this renowned Black British author. Furthermore, when exploring non-fiction texts, we have selected texts about incidents that gave rise to both the Black Lives Matter and the 1960s civil rights movement. These have included articles about the murder of Breanna Taylor, and an extract of an autobiography about the Emmet Till case.
- In History coverage of black history occurs throughout every year. In Year 7, pupils study the Mali Empire by looking at its rise and fall. We begin to break down misconceptions of African countries and their impact on the world. In Year 8, the question is asked "How and why was Africa 'invented' in the 19th Century?" Through this, pupils gain an understanding of how ideas about racial superiority came about because of the Transatlantic Slave Trade and selfish, imperialistic attitudes of other countries. This topic again aims to break down misconceptions of Africa and understand why negative attitudes towards Africans developed in the 19th Century. In Year 9, the curriculum looks at the valuable contribution of Africans and other soldiers of the empire during the First World War. Within these schemes of work, pupils are introduced to important black figures and role models such as Mansa Musa, Olaudah Equiano and Walter Tull.
- Year 9 were privileged to listen to a Holocaust Survivor in school as part of the History curriculum.
- In Key Stage Four, pupils develop their understanding of the lives of black people in Britain during our Migration, Empire and the People topic with a large focus on the Windrush Generation and their contributions to Britain. This topic also delves into their treatment in Britain and gives pupils the opportunity to reflect

on the discrimination they have faced and how we can work towards a more tolerant society. Following this, pupils study life for African Americans as part of our USA topic. This tracks their experiences from the 1920s through to the Civil Rights Movements of the 1950 and 60s. Within these schemes of work, pupils can study significant figures such as Claudia Jones and her creation of Notting Hill Carnival and American figures like Martin Luther King and Malcolm X.

- The Academy has links with Sam Ruddell – a Paralympian motivational speaker who delivers talks to pupils about his disabilities and his achievements.
- Staff training focussing on LGBTQ, PREVENT and protected characteristics. Staff are more knowledgeable about what this means for pupils in the school and use this knowledge to expertly support, assist and promote the rights of pupils from minority groups to ensure that they are fully included and recognised within the school community. PREVENT training has ensured staff are fully knowledgeable about the issues, safeguarding processes and legal obligations to refer as appropriate. Staff are highly responsive to recognising where pupils need support with some of their views.
- Reasonable adjustments are made to enhance equity in SEN learners across the broad areas of need.

**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 time of review the academy has low incidences of discrimination, harassment and victimisation.
- At the time of review the academy has low instances of racist incidents.
- Learning Walks show that PSHE is delivered effectively, and pupils engage with it.
- Progress for groups of pupils from backgrounds other than white English are positive.
- Low rates of suspensions and permanent exclusions for pupils with protected characteristics.
- Academy results show that all groups of pupils make good progress in all subjects.
- Participation in our Peacock Pride rewards and recognition system is high across all pupils. This is tracked and monitored by the Lead for Pupil Enhancement and driven by form tutors with regular review of progress in the awards. This ensures that proactive strategies are employed where the data indicates pupils with protected characteristics are underrepresented.
- Participation in PE clubs and fixtures is improving for all groups of pupils which is supported by the extra-curricular tracking spreadsheet data.
- Participation in Academy visits is good for all pupils and reasonable adjustments are made to ensure all can engage. Pupils with protected characteristics are actively encouraged and identified by staff. The academy will fund up to 50% of enrichment experiences to support the engagement of these pupils. The extra-curricular tracking spreadsheet enables us to capture all pupils so that they can attend trips and visit over the course of the school career.
- All pupils are able to access their chosen option subjects and have access to a full curriculum.
- Disabled pupils are given the opportunity to take part in a Disability Sports Awareness Programme which provides an opportunity for competing with their peers.
- During Ramadan, the Academy provides a space for Muslim pupils who are fasting to use (if they wish) at break/lunch which helps them to complete their religious duty and remain in school.
- Foods of the world have been on the menu in the dining room to celebrate certain events such as Chinese New Year.
- Pupil voice shows that pupils have respect for each other.
- An overwhelming number of parents/carers feel that their children are safe in school. An annual questionnaire supports this. There are high levels of engagement in surveys by parents and staff. As an academy we receive many cards and emails of praise and thanks from all stakeholders. Complaints are a small proportion of the communications the academy receives from parents. Where issues do arise, the academy is proactive in addressing these concerns.

- Staff training in ACES and SEND enable them to develop effective relationships with pupils who share a protected characteristic. Staff are much more informed about pupils with trauma and understand the impact of these markers on the individual's ability to thrive. Consequently, staff tailor their approach in how they interact with these pupils making reasonable adjustments as appropriate.
- Low instances of bullying.
- Participation in activities and whole-Academy schemes, e.g., Peacock Pride, is good and shows improving levels of participation from all groups of pupils.
- At the point of review there are low rates of suspension and permanent exclusions for pupils with protected characteristics. Including for harassment, victimisation and unlawful discrimination.
- Where instances occur a restorative practice approach is implemented, e.g., the LGBTQ+ restorative strategy programme. As a result of this, incidences of re-offending are extremely low.

Next Steps:

- Continue to develop the curriculum offer to enhance equity in accessing learning.
- Develop a triaged SEMH pathway building belonging by embedding social and emotional learning across universal targeted and specialist support, strengthening relationship, emotional skills and inclusion, particularly prioritising students who are disadvantaged, enabling them to succeed.