

Public Sector Equality Duty Audit

Heighington Millfield Primary Academy

Reviewed by: D Woosey

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:

Heighington Millfield is situated in a village on the outskirts of the city of Lincoln. The academy is a family school, working together, valuing each pupil as an individual whilst ensuring they are part of the larger family. The pupil population is very stable which very rarely changes. There are a small number of children who have English as an additional language. Most of our population come from a white, British background which is one of the least deprived in the country (this means that our percent of Ever 6 children is very low). Our percentage of SEND children is low when compared national with other schools however our number of children with EHCP (Educational Health and Care Plans) are rising. We have a small group of service children which who are support well by our Service Pupil Champion.

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 students.

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.

- The reporting of racist/bullying incidents ensures that any incidents reported are reviewed and addressed appropriately.
- Our PSHE and Worldviews curriculum encompasses a range of faiths, world/society experiences that foster the understanding of others.
- Accessibility Plan ensures that the needs of all pupils and staff are considered and encompassed positively within the Academy's provision.
- Delivery of PSHE curriculum encompassing anti-discriminatory personal development including developing pupils understanding of discrimination and positive actions to counter it.
- Delivery of RSE curriculum is aligned to the Government guidelines and supports equality of opportunity; e.g. providing LGBTQ+ friendly examples used throughout relationship education in an age-appropriate way.
- SEND is considered to ensure access is equal, including national testing access arrangements, trips including residential as well as day to day access.
- Our academy routinely records religious profiles of pupils and families on our MIS system which staff can access to ensure that reasonable adjustments can be made, if required.
- Academy curriculum reflects and celebrates diversity, promoting individuals' rights which is reflected in the curriculum documentation that can be found on our website.
- Collaborative working encouraged between different groups in the community such as projects with residential home communities.
- Open door policy allows a greater level of communication and, if required, additional support. This allows all parents to develop relationships with staff.
- Visiting speakers who promote equality – Paralympian/ Visitors of different faiths to those of the pupils.
- Visits to places of worship helps to foster an understanding of others, including faiths that may not be the pupils' own. Children who may attend these places feel valued and can contribute to the understanding of others.
- Academy/Trust values through our assemblies reflect equality and in particular respect of others
- The Whole Academy assembly focus is wide and encompassing, allowing opportunity for pupils to explore planned themes (relating to RE, RSE and personal development themes).
- British Values ethos and focus through whole Academy personal development, elements of British Values are explored and linked to PSHE/RHE curriculum encompassing anti-discriminatory themes and allowing opportunity for pupils to gain greater understanding of others

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 and their families with SEND are consulted on provision for access to the Academy.
- Transition arrangements are planned to consider the needs of all pupils into the Academy, from year group to year group as well as the final transition to secondary school. Additional transitional sessions planned for pupils with SEND.
- There are opportunities for children to get to know the new staff they will be working with, as well the opportunity to share specific information that will gain a greater understanding of the individual.
- Academy Council meetings include projects and themes that support the understanding of others. Pupils share their understanding of others with the classes they represent.
- Diverse offer of religious celebrations acknowledged.

- Student voice collected.
- Parent/carer voice routinely collected.
- School event questionnaires.
- All information collected supports the development within the academy, approaches and procedures or changes that need to be made to the curriculum such as a greater awareness of different ethnicities.
- Visits to care homes.
- Visits from speakers promoting equality. (Sam Ruddock/Jonathan Broome-Edwards- Paralympian)
- Visits to places of worship such as the Cathedral.
- Collaborative working e.g. Mini-Police/PCSO allows for communication of themes that support the wider community. Pupils start to understand others.

**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 suspensions and/or permanent exclusion especially in relation to discrimination victimisation and harassment.
- A review of PSHE and RE curriculum and delivery to ensure it encompasses a range of faiths as well as world/society experiences that foster the understanding of others – new Worldviews curriculum has been introduced
- PSHE delivered effectively and proactively.
- SEN achievement is monitored through the outcomes against targets which have been previously set.
- Participation in visits/extra-curricular activities is monitored by SLT, looking at registers and individuals in the protected groups are then encouraged to take part.
- The Academy's monitoring of incident logs indicates that at the point of review, there is a low level of incident and no apparent trends. Analysis of pupil voice shows all pupils feel valued and feel they contribute equally to the Academy's community.

Next Steps:

- Ensure that all children are given opportunities to thrive, with more forensic monitoring of specific groups of children, having access to enrichment opportunities.
- Ensure the collection of pupil and parent voice each year to continue our partnership and positive relationships
- Invite a variety of visitors and speakers into school to support assembly threads for the whole school – beyond the curriculum links