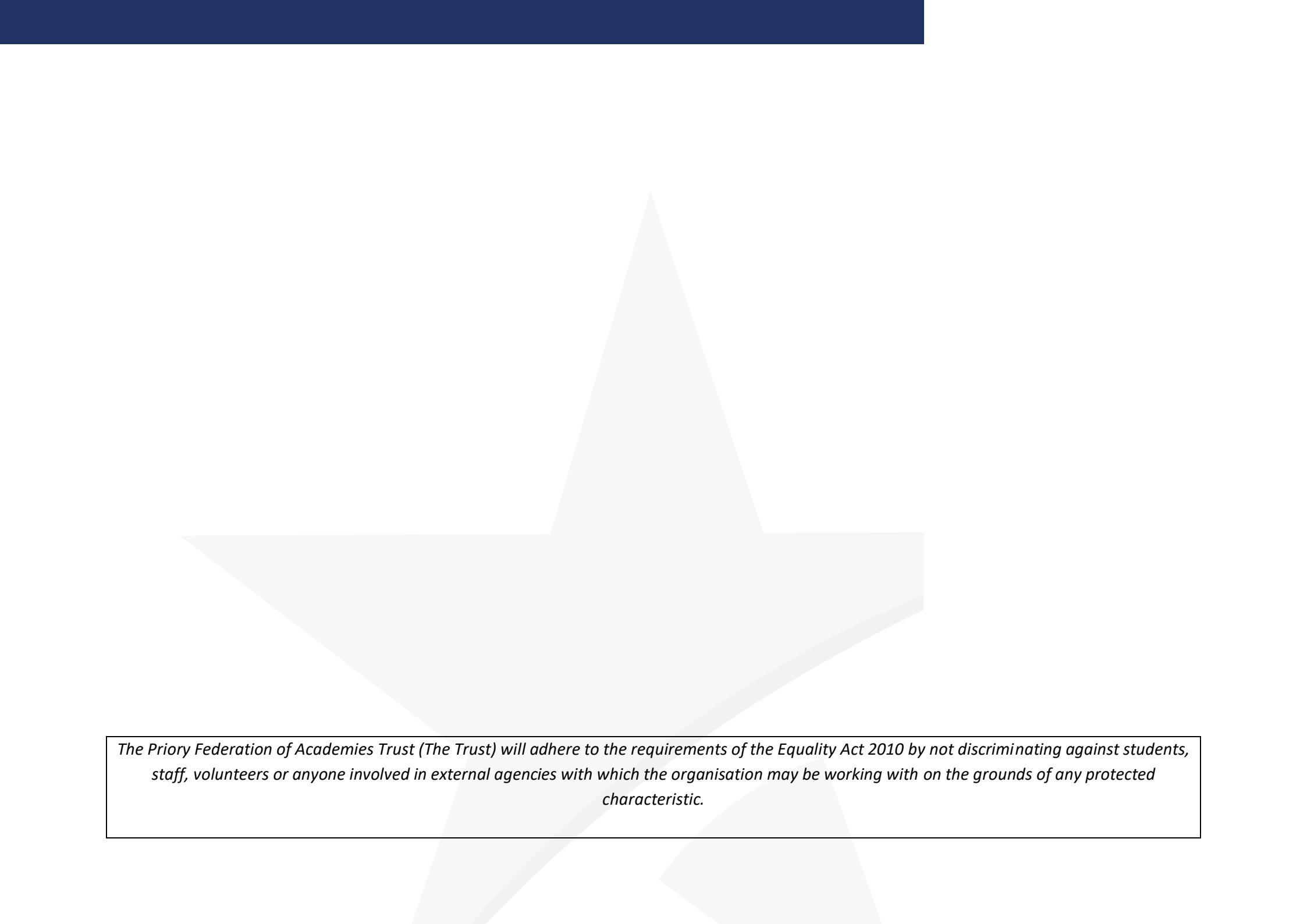




Public Sector Equality Duty

The Priory Belvoir 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.

Our 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"> • 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"> • Low instances of racist incidents. • 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 students. • Students with SEND and students from ethnic minorities make comparable progress to their peers. • Low rates of exclusion (both fixed-term and permanent) for students with protected characteristics. • Where instances occur a restorative practice is implemented, e.g. the LGBTQ+ restorative strategy programme. As a result of this, incidences of re-offending are extremely low. 	<ul style="list-style-type: none"> • All activities, visits and events are offered to all students (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 students and is varied to incorporate the interests of all, e.g. sports clubs, languages clubs, visits to religious buildings in London. • The Academy’s Accessibility Plan ensures that no student is discriminated against and all students 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 PSHE curriculum provides students with an opportunity to learn about other cultures and beliefs alongside topics such as prejudice and discrimination to ensure students are tolerant and understand the importance of equality and their role in the world as active citizens. 	<ul style="list-style-type: none"> • 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) so that students can experience cultural and religious celebrations. • In Year 8 students 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. • Students have been encouraged to take part in community projects within the village/local towns, e.g. gardening project at the retirement centre, collection of items for the Grantham foodbank. • Positive relationships with students, staff and visitors of all ethnic groups are fostered within the academy. • For the House Patrons students have selected role models who represent

			<p>different ethnicities, cultures and sexual preferences.</p> <ul style="list-style-type: none"> • The Academy curriculum reflects and celebrates diversity, e.g. through RS, Geography, Travel and Tourism, History, Food Studies, Art, English. • Within the Year 9 PSHE curriculum a module on 'Hate Crime' is covered as part of the Equality and Diversity module. This encourages young people to consider the impact of hate crime as well as what they can do to prevent it.
	<p>What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</p>	<p>What do we do to engage with the protected groups in order to advance equality of opportunity?</p>	<p>What do we do to engage with protected groups in order to foster good relations?</p>
	<ul style="list-style-type: none"> • The Academy has an Academy Council which has student representatives from each year group. The council's voice is regularly sought and is an accurate reflection of the student body. Any issues which are raised are dealt with quickly. Students 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. 	<ul style="list-style-type: none"> • Student voice is collected each year. • The Academy Council meet regularly to discuss key issues within the Academy. 	<ul style="list-style-type: none"> • External speakers used to educate students about key topics, e.g. LGBTQ+. • Faith leaders have been used to deliver assemblies, e.g. Gideon's. • The Academy is currently working towards the NASUWT Equality Award, ensuring students are involved in this project. • The Academy has promoted the Black Lives Matter programme, encouraging students to speak out about

	<ul style="list-style-type: none"> • Staff training and awareness in the experience of those with protected characteristics e.g. Autism awareness. • 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. • SEND students are met with regularly to review their provision in school. 		<p>their experiences as well as promoting black role models.</p> <ul style="list-style-type: none"> • The Academy works closely with Sam Ruddell – a Paralympian motivational speaker who delivers talks to students about his disabilities and his achievements.
	<p>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</p>	<p>How effective are we at advancing equality of opportunity?</p>	<p>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</p>
	<ul style="list-style-type: none"> • Low incidences of bullying/discriminatory behaviour. • Learning Walks show that PSHE is delivered effectively and students engage with it. • Progress for groups of students is positive. • Attendance for groups of students is above national expectations. • Low rates of exclusion (fixed term and permanent) for students with protected characteristics. 	<ul style="list-style-type: none"> • Academy results show that all groups of students make good progress in all subjects. • Participation in Peacock Pride is high across all students. • Participation in PE clubs and fixtures is improving for all groups of students. • Participation in Academy visits is good for all students and reasonable adjustments are made to ensure all can engage. • All students are able to access their chosen option subjects and have access to a full curriculum. 	<ul style="list-style-type: none"> • Student voice shows that students have respect for each other. • An overwhelming number of parents/carers feel that their children are safe in school. • Training is delivered to staff to correct terminology, e.g. referring to LGBTQ+. This is regularly revisited to ensure an inclusive environment. • The site has gender neutral toilets to prevent the issue of single-sex bathrooms.

		<ul style="list-style-type: none"> • Disabled students 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 students who are fasting to use (if they wish) at break/lunch which helps them to complete their religious duty and remain in school. 	
<p>Next steps</p>	<p>Increase engagement with local community and opportunities for student projects in order to foster good relationships between people who share a protected characteristic and those who do not.</p> <p>Increase use of student groups to promote and advise on Academy initiatives, for example, the Academy is setting up a Diversity Group which will be led by students.</p> <p>Review the extra-curricular offer at the Academy to ensure that the available opportunities are varied and reflect the needs of the entire student body.</p>		