



Public Sector Equality Duty Audit

The Priory Pembroke Academy

Review by: H Spoors

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:

Our academy serves a diverse community with unique characteristics. Located in a small village, our local demographics encompass a wide range of people, including a higher-than-average percentage of pupils with Special Educational Needs (SEN) and those eligible for Pupil Premium (PP) support. While the academy's pupil population is predominantly White British (82%), we are witnessing a gradual shift in attitudes over time. Despite improvements, we still encounter challenges related to parental support, and absenteeism, although improving rapidly, remains a concern. Our commitment to addressing these issues and fostering an inclusive and supportive learning environment remains unwavering. The most recent Ofsted report has Judged that our Leadership and Governance, Inclusion and Personal Development provision are Strong.

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.

- Pembroke keeps records of all significant events including any events that involve these protected characteristics. The evidence we have so far shows that there is a low level of discrimination, harassment and victimisation against these characteristics. Data on MyConcern portal.
- Parent voice also supports this. Parents report that bullying is dealt with effectively and bullying incidents are low. Bullying is logged into categories.
- Assemblies & Awareness programme are used to tackle issues. The impact being a raised awareness and low rates of incident. Evidence seen in assembly logs.
- Inclusion areas and safe spaces have provided a safe space for pupils to communicate and has, for example, supported transgender pupil's becoming increasingly involved in the life of the school.
- Attainment and effort data is collected every module – the data is reviewed and actioned in accordance with protected characteristics groups. Pupils with protected characters made good progress in comparison to their peers.
- The school also keeps logs of destination data for all groups. Data suggests that there are very low instances of NEETs for pupils with protected characteristics.
- We have a Prevention of NEET plan in place
- Despite a low number in these groups, we know it is important that we educate for future lives. Our mission is to create citizens of the world and hence as part of our curriculum, we have lessons and other events that target these areas. Eg – Assemblies / cultural visits / outside speakers.
- All pupils can access the full curriculum.
- Clubs, trips and 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.
- We also informally ensure that pupils in these groups are targeted to increase participation – e.g., Art / Sport /Dance projects.
- The impact of the above is that we have raised awareness and created an open community where any persons can feel comfortable and raise any concerns.
- We use the Priory HR team as an audit tool for staff and the pastoral team for pupils.
- We also have a forum where parents can also raise concerns.
- As we are an inclusive school and encourage all pupils to participate in Student Voice. Annual survey.
- Development of the Pembroke experience (Pledge Programme) promotes and actively seeks out equitable provision. It is based on effort and not attainment.
- There is a myriad of support staff that understands the needs of the pupil's and supports them, for example, Inclusion Managers, Heads of House, SENCO etc.
- We have an inclusive approach here at Pembroke. Our motto is "achieving together". This is achieved on a day-to-day basis where pupils, staff and other stakeholders work collaboratively.
- We have awareness events throughout the curriculum and in specific life lessons. In addition, actively encourage discussions around each of the areas.
- E.g., gender reassignment. Staff have received training and awareness in these areas.
- When cases arise from discussions, the school are quick to react and support. To do this, we use the formal processes in place but more importantly, we educate to change behaviours. E.g. – the use of the word "gay"
- The curriculum design allows us to celebrate cultural diversity on a regular basis. Life / SMSC Map.
- We have an active PRIDE group which meets regularly.

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.

- Any persons deemed to be within any of the protected characteristic groups are considered in the decision-making within the academy. For example, they are represented on the Academy Council.
- Pupils with SEND are consulted on provision for access to the Academy. This is done through the passport reviews.
- Diverse offer of religious celebrations acknowledged through lessons and a planned calendar.
- LGBT groups involved in delivery of PSHE. Staff training undertaken.
- Pupils with SEND have passports written to reflect areas of need incorporating student voice.
- Learning Strategies provide support for social/emotional/physical needs.
- Regular SEND review meetings are held with parents/carers and pupils.
- Through the curriculum we engage with protected groups e.g., Holocaust, Black History Month. The impact is the positive promotion and understanding of protected characteristics. Feedback is very positive.
- Pembroke has a strong careers provision. We have been awarded a Careers mark in July 2020, July 2022 and 2025. We were commended on “Career of the Module”.
- We arrange a series of outside speakers who have made non-traditional career choices as role models to share their experiences. This is presented to all pupils in assembly.
- Ensure we have specific clubs to strongly encourage participation – e.g., girl’s football. This is open to all.
- Reading mentoring set up with some persons to enhance opportunity for all.
- Consultation with outside agencies / groups to support pupils with PC
- Student Council to monitor and review recommendations aimed at addressing gender inequalities.
- Children with disabilities have a ‘buddy’ in school when needed. This develops teamwork and understanding.
- Faith leaders deliver assemblies which allows pupils to see members of different faiths as a part of their community. It also allows pupils of a particular faith to feel represented and allows them an opportunity to discuss their faith with their peers.
- LGBTQ+ events are run within the academy to help promote understanding and tolerance. Assemblies and life lessons.
- Reactions to national/international issues. Promote discussion on a weekly basis through the SMSC lessons.
- Pembroke works closely with the local community – e.g., Parish council / local Primary school / CCF / Scouts / WI
- The pupils are encouraged to build up links with the local community and work together to develop a better understanding of the community they live within.

How effective are we at eliminating unlawful discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations?

Map to evidence/records kept.

- Data shows that there are low rates of bullying/discriminatory incidents at the point of the audit.
- Pastoral & safeguarding teams respond to incidents immediately. This is effective as it swiftly addresses any form of harassment or discrimination.
- HOH and Pastoral team ensure staff can effectively deal with harassment and victimisation swiftly. Full training been given. This supports staff in their ability to address issues.
- Through internal QA and student voice, the data shows that PSHE is delivered effectively, and this has an impact upon how pupils behave towards one another. Ofsted commented that this was a school strength.
- Exam results and destination results by categories. Gaps are closing rapidly.

- Exclusion data does not show any major discriminations. There is a low rate of fixed-term and permanent exclusions.
- We employ and train High level Teaching Assistants to support the teaching and learning of pupils with disabilities, e.g., Visual Impairment training given to all staff to support pupils with need.
- We continue to strive and narrow the attainment gap - SEND achievement is monitored and relative context is taken.
- Destination data has improved over the last 3 years.
- Participation in visits/extra-curricular activities are improving.
- Range of opportunities for all pupils are getting better.
- We continue to evolve the curriculum to ensure that the relations grow stronger. E.g. - Cultural awareness working with the National Holocaust Centre.
- Parent questionnaires go out with all reports which provides an opportunity to all those with protected characteristics to raise concerns and share ideas for improvement.
- Staff wellbeing champions provide staff with an opportunity to raise any concerns in a safe space.
- We have, and continue to hold, a few pupil-led projects which aim to increase awareness and encourage all pupils to work together, e.g., Stand up, speak out; Make a difference
- Stakeholder voice shows that staff and pupils feel safe at the academy and are happy to raise any issues if they occur.

Next Steps:

- Raise further awareness of the protected characteristics through updated assemblies and displays.
- Staff to champion the protected characteristics through the curriculum.
- Promote and further monitor the uptake of those by those individuals with a protected characteristics in our extracurricular opportunities.
- Continue the balance the interests of all pupils to ensure the best possible educational outcomes.