

Public Sector Equality Duty Audit

Willoughby Academy

Reviewed by: V Billyard

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:

Willoughby is a 2-19 special school for pupils with moderate, severe, profound and complex learning and medical needs. We currently have 145 pupils on role all with EHCPs. Most pupils live within Lincolnshire and a small proportion live in Peterborough and Rutland. 39% of pupils are PP and 6% have English as an additional language.

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.

- At the point of review, Racist/bullying incident reporting and recording show that the level of incidence is very low and any incidents are acted upon swiftly and effectively. All incidents are recorded on MyConcern and followed up with 1:1 or reactive PSHE lessons.
- At the point of review the academy has had no permanent exclusions for pupils with protected characteristics. Two pupils have been suspended
- At point of review there have been no suspensions or exclusions for incidences of discrimination, harassment and victimisation.
- Participation in school activities are open to all pupils.
- Additional support is provided for pupils 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 pupils to access the academy, without advantage being given to able bodied pupils. (Preparing for Adulthood)
- Given the specialist nature of Willoughby, the academy endeavours to ensure that both the curriculum and the extra-curricular offer provides pupils with the opportunities to be successful once they leave the academy and have the chance to engage in the opportunities afforded to their peers, e.g. forest school, cooking, dance, independent living, work experience, attending post-16/19 education, careers fayre.
- The academy offers life skills classes, careers events and visits to post-16/19 education providers in preparation for transition into adulthood.
- All transitions in and out of the academy, are carefully planned and supported on an individual need basis.
- All pupils have equal access to a careers advisor.
- School curriculum reflects and celebrates equality and cultural diversity which encourages pupils to learn about other faiths and cultures and see them as a part of the community/world in which they live.
- The assembly rota reflects that and specific days/whole school activities are planned, for example, cultural day planned and supported by Cummins. Cummins are a local engineering firm that support Willoughby. Their values align with our own
 - *Integrity – Doing what you say you will do and doing what is right*
 - *Diversity and Inclusion – Valuing and including our differences in decision making is our competitive advantage*
 - *Caring – Demonstrating awareness and consideration for the well-being of others*
 - *Excellence – Always delivering superior results*
 - *Teamwork – Collaborating across teams, functions, businesses and borders to deliver the best work*
- Cummins supports Willoughby in many ways; enhancing our school environment by supporting projects, repairing resources, supporting our careers work, acting as reading friends
- Pupils are given the opportunity to share their experiences of their faith especially through Tapestry. Pupils upload photos of religious celebrations which they have attended and then these are shared and discussed with the class.
- Collaborative working is encouraged between different groups in the community. For example – Post 16 pupils made books and then read them to the younger pupils. Formal classes reading to Pre formal classes, Well-being Wednesday encourages children to mix with different peers. Links have been made with a local care home and pupils visit on a regular basis
- The academy has a designated Mental Health Lead

- Gender neutral toilets available for staff and pupils.

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.

- Ongoing engagement with parents/carers to ensure that any concerns can be highlighted immediately and responded to. Teachers liaise with parents either face to face, email or via phone, some pupils have a home school diary to support communication and parents are encouraged to use Tapestry as a means of communication. The majority of pupils come to school on transport, so it is paramount we have effective and appropriate channels of communication with parents.
- The academy has Voice of Willoughby, where it seeks the views of pupils and provides them with an opportunity to make changes to the way the school operates, where possible. The voice of Willoughby discuss whole school events and are included in interview schedules when employing new members of staff. Head pupils show visitors around school
- Wellbeing Wednesday sessions and a worry box provides pupils the opportunity to discuss any concerns. Concerns raised via the worry box are picked up by the pupil intervention manager and Wellbeing Wednesday is used as an opportunity to further discuss any concerns
- SEMH (Social, Emotional and Mental Health) framework to ensure all pupils have a universal offer.
- Worry boxes or monsters are available and supported by mental health lead.
- School has an unconditional positive regard approach towards behaviour and a shared language of Be Safe Be Ready and Be Kind.
- Pupil Voice (where possible) is collected, and suggestions acted upon. Willoughby adapted the Trust pupil voice survey and those who could answer were given the opportunity to share their voice.
- All Pupils access the local community and visit different places to experience different cultures and experiences. Pupils access the local bowls club, cafes, play areas, shops, swimming pool, library
- The academy seeks support from specialist groups, e.g. Lincolnshire Children's Services, to ensure that pupils have access to opportunities. We are particularly keen that all pupils are able to access and explore the opportunities available to them after Willoughby and regular visits are planned to share what is available. We also work closely with providers to ensure successful transition packages are put in place,
- The academy works with specialist sporting groups to ensure that pupils can access sporting activities/ competitions. All classes have been involved in table cricket and boccia tournaments
- All pupils (where relevant) have equal access to STEM. Have a Go days and careers activities. Our careers lead works alongside providers to ensure that as many pupils as possible can access. External visits to places of employment, for example, Worldwide Fruits have led to the establishment of work placements and for those who can not access the work place it comes to them. We have recently had a lorry simulator on site!
- All parents have access to Tapestry and can share celebrations with the academy community
- Access to Duke of Edinburgh Riding for the disabled and 'Sailability' experiences. D of E is accessible to all pupils in PFA (preparing for adulthood) and Sailability has been rolled out to an upper school informal class. All pupils were able to access whether they are ambulant or not. Riding for the disabled is currently only accessible for ambulant pupils as they do not yet have a hoist.
- All pupils took part in our 'star project' where we recorded our own song with music producers in school. Every child had a part that wanted to.
- Visit and receive pupils from our local Secondary schools. For example, when they are completing work experience, science week activities and during the academy's sports day.
- Pupils regularly access their local community. Local trips to Tesco, Bourne Woods, local park, library, post office
- Events are organised with local schools. Watching a secondary school show participating in whole trust wide events
- Willoughby takes part in local community events. Remembrance Day parade, Bourne events light switch on summer event and the choir also sings at local events

- Willoughby has ongoing support from local business to develop career opportunities. Pupils have been on work experience at the local garden centre, Tesco, decorating centre, with a local photographer, a local hotel. To name a few.
- Through the SEMH framework pupils are identified for support and access to ELSA, accessing drawing and talking and sand play therapy delivered by trained staff support. Those who need further support are referred to CAMHS
- Learning/subject options are given for Post-16 planning.

**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 very low rates of bullying, discrimination harassment or victimisation incidents. zero incidents of bullying have been recorded this calendar year.
- Reactive PSHE alongside timetabled PSHE sessions and ongoing emotional literacy development.
- ELSA engagement and review has seen pupils responding well to intervention and in so doing engaging better in lessons.
- The range of visits/extra-curricular activities increases year on year. This is being enhanced by the development of our careers programme and the activities planned into the curriculum, for example employing a dance teacher who works with every class across the year
- Continuing development of an accessible and broad curriculum for all pupils. Willoughby has a range of pathways dependent on the needs of the individual. A clearly planned and progressive curriculum supports learning and progress.
- Ensuring that all pupils have equal access to playground equipment – we have installed a wheelchair roundabout which is accessible to all and have a sunken trampoline with a hoist so all pupils can access
- School are ensuring forest school is able to be accessed by installing an all weather path which will support all members of the school community
- Curriculum prioritises are communication, personal development and aspirational pathway through life.
- All pupils in year 7 and above are invited to the Futures Fayre to reflect on their prospects and PFA is discussed at every child's annual EHCP (Educational Health and Care Plan) review meeting.
- Developing a whole school culture and language based on unconditional positive regard.
- Staff and pupils use appropriate, inclusive, language towards each other. Shared language '*be safe, be ready and be kind*'.
- Embedding of Trust values within school and therapeutic approach to SEMH and behaviour management.

Next Steps:

- Further develop purposeful enrichment opportunities to support the curriculum including equality and diversity.