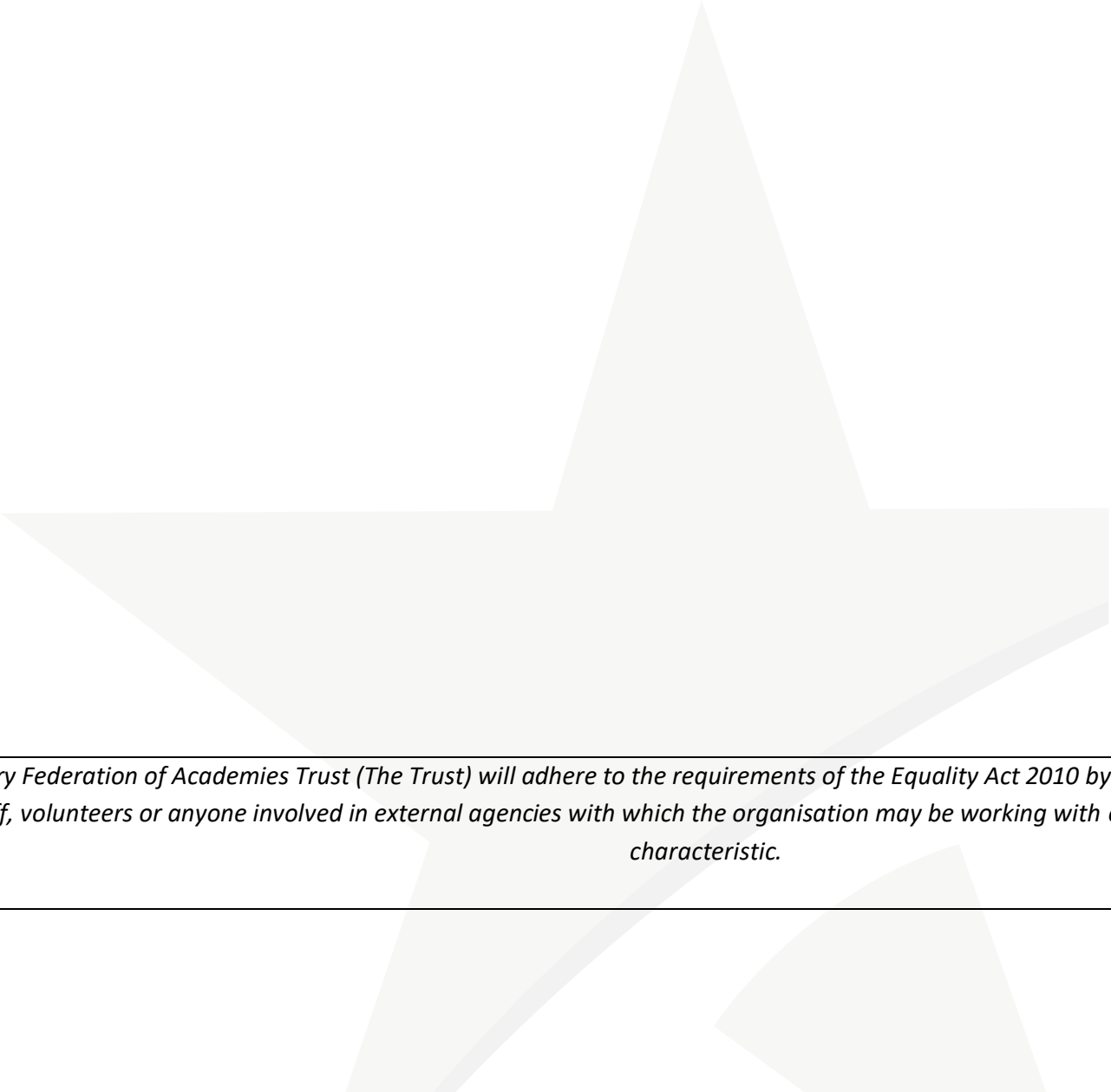




# Public Sector Equality Duty

Priory Ruskin 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.*

The Priory Ruskin 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"> <li>• Age*</li> <li>• Disability</li> <li>• Gender reassignment</li> <li>• Marriage and civil partnership*</li> <li>• Pregnancy and maternity</li> <li>• Race</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul> <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"> <li>- Enrichment tracker means that students with protected characteristics can be monitored. The impact is greater equity of provision for example, adapting location of revision sessions to enable students with disabilities to access after school provision.</li> <li>- Assemblies &amp; Awareness programme are used to tackle issues. The impact being a raised awareness and low rates of incidents.</li> <li>- 'My Concern' and the SIMS log ensure incidents are reported promptly and dealt with, the impact of which demonstrates to students the importance of such matters, ensuring there is no discriminatory behaviour.</li> <li>- There is a separate log for racist and discriminatory incidents. Incidents are low as a result of the programmes in place.</li> <li>- We have an Equality &amp; Diversity Officer in the academy who works with a range of young people. She supports student's re-education and reintegration. There has been a positive impact with re-educating students with regards to language and students with protected</li> </ul>	<ul style="list-style-type: none"> <li>- All students can access the full curriculum</li> <li>- Awareness programme, Wisdom Weekly &amp; assemblies support low incidents of discrimination.</li> <li>- Clubs, trips, activities are open to all students. 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 hand rails and wide aisles, TA support, access to disabled toilets.</li> <li>- Translators are used for meetings with parents where required.</li> <li>- Exam arrangements are provided for all students where needed, for example a partially sighted student currently at the academy.</li> <li>- Equality is promoted across the curriculum especially in RE and PSHE days with the impact of which is the continued of education of students which impacts in the positive and respectful ethos of the school.</li> <li>- Development of the Ruskin experience promotes and actively seeks out equitable provision</li> </ul>	<ul style="list-style-type: none"> <li>- Academy Safeguarding and SEND team host cluster meetings.</li> <li>- Regular communication with parents/carers</li> <li>- LGBT + Awareness celebrated</li> <li>- Outside visitors</li> <li>- Wisdom Wednesdays</li> <li>- PSHE programme</li> <li>- Safe space group</li> <li>- Humanities club</li> <li>- The RE department are currently undertaking training in anti-racist RE which will in due course support the continued development of students wider understanding and tolerance.</li> <li>- We are in the process of attaining Stonewall Bronze.</li> <li>- Sixth Form prefects have undertaken training and are now equality and diversity ambassadors.</li> <li>- The academy is currently exploring links with Just Lincolnshire.</li> </ul>

	<p>characteristics have noted a change of low level and unthoughtful language be positive and have felt that the focus on protected characteristics has led to increase support from staff.</p> <ul style="list-style-type: none"> <li>- Inclusion clubs and safe spaces have provided a safe space for students to communicate and has, for example, supported trans students becoming increasingly involved in the life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Safe space group fosters positive relationships between those with protected characteristics and those who do not.</li> <li>- There is a myriad of support staff that understands the needs of the students and supports them, for example, the Ideal Officer, Pastoral Managers, Assistant Heads of House, SENCO etc.</li> </ul>	
	<p><b>What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</b></p>	<p><b>What do we do to engage with the protected groups in order to advance equality of opportunity?</b></p>	<p><b>What do we do to engage with protected groups in order to foster good relations?</b></p>
	<ul style="list-style-type: none"> <li>- SEN student profiles written to reflect areas of need incorporating student voice</li> <li>- Learning Strategies provide support for social/emotional/physical issues.</li> <li>- Regular SEN review meetings are held with parents/carers and students</li> <li>- Equality and Diversity Officer works with the Safe Space groups</li> <li>- E &amp; D Officer liaises with groups and researches issues in order to inform her work. External groups include Just Lincolnshire, Stonewall, Anti-racist RE, Black Life matters.</li> <li>- Through the curriculum we engage with protected groups eg</li> </ul>	<ul style="list-style-type: none"> <li>- Student council meet regularly and student questionnaires completed for all year groups which enable all students including those with protected characteristics to voice any concerns or questions which are then reviewed by the academy.</li> <li>- A range of support staff operate across the academy in order to support all students including those with protected characteristics. The dialogue between the students, their views and ambitions and a link with people with influence who can then support them.</li> <li>- The Equality and Diversity Officer promotes a safe space for conversations for people with protected characteristics and she</li> </ul>	<ul style="list-style-type: none"> <li>- Student council minutes record discussions and outcomes of relevant issues.</li> <li>- Working with local community</li> <li>- The Equality and Diversity Officer promotes a safe space for conversations for people with protected characteristics and she then develops strategies to support. This also informs the education programme such as PSHE days and Weekly Wisdom Form tutor sessions.</li> </ul>

	<p>Holocaust, Black History Month. The impact is the positive promotion and understanding of protected characteristics.</p>	<p>then develops strategies to support. This also informs the education programme such as PSHE days and Weekly Wisdom Form tutor sessions.</p>	
	<p><b>How effective are we at eliminating unlawful discrimination, harassment and victimisation?</b></p>	<p><b>How effective are we at advancing equality of opportunity?</b></p>	<p><b>How effective are we at fostering good relations between people who share a protected characteristic and those who do not?</b></p>
	<ul style="list-style-type: none"> <li>- SIMS and My Concern ensures that staff report any incidents. Incidents are low.</li> <li>- Pastoral &amp; safeguarding teams respond to incidents immediately. This is effective as it swiftly addresses any form of harassment. H of Year group and PLM ensures staff are able to effectively deal with harassment and victimisation swiftly. This supports staff, particularly pastoral staff in their ability to address issues.</li> <li>- Assistant Headteacher Pastoral, DSL, DDSL and SENDCO meet weekly to review any incidents.</li> </ul>	<ul style="list-style-type: none"> <li>- Data is produced for relevant groups such as SEN and EAL in order to closely track and monitor groups and identify where intervention is needed.</li> <li>- PP funding used to support participation in extra-curricular activities and to provide additional classroom/academic support where required.</li> </ul>	<ul style="list-style-type: none"> <li>- Parent Evening questionnaires</li> <li>- Parent questionnaires go out with all reports provides an opportunity to all those with protected characteristics to raise concerns and share ideas for improvement.</li> <li>- Staff wellbeing champions</li> <li>- Awareness Days and PSHE programme is very effective in providing a solid educational programme where students develop and foster an understanding of protected characteristics. This supports in the fostering of relationships within the academy.</li> </ul>

	<ul style="list-style-type: none"> <li>- Head of Year and PLM for each year group</li> <li>- Relevant training available for all staff both in and out of the academy, training logs are kept.</li> </ul>		<ul style="list-style-type: none"> <li>- The Equality and Diversity Officer is effective in her liaison with groups representing protected characteristics and working with them to develop the curriculum.</li> </ul>
<b>Next steps</b>	<p>To promote and monitor the involvement of all groups of students, and specifically those with protected characteristics, in the extracurricular life of the academy.</p>		