



Public Sector Equality Duty

Cherry Willingham Primary
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? |
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| <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"> • Racist/bullying incident reporting - low levels recorded reflecting the good level of respect and tolerance our pupils have for one another. • Take-up of activities and clubs shows that opportunities are accessible and equitable for all. • Data on religious profile of students shows a variety of faiths within the academy. • Safeguarding audits identify consistent practice for all students. • E safety records in place, training for staff has meant increased awareness and staff confidence to speak to pupils about incidents out of school time. | <ul style="list-style-type: none"> • Take up of different activities by different groups of children is monitored to ensure all are able to access if they wish to. (e.g. use of PP funding). • Strategies to engage under-represented groups e.g. Culture club, PP sports club, Military monkeys (service children). • The Academy's Accessibility Plan ensures that all pupils are able to access the site. • Access arrangements (tests) are used to identify any areas where certain pupils might need support in order to enable them to access the academy/curriculum. | <ul style="list-style-type: none"> • Academy curriculum reflects and celebrates cultural diversity. • Collaborative working encouraged between different groups in the community through community projects. • Visits to places of worship. • Diversity week, bringing understanding of cultures and beliefs and the diversity of families to all of our pupils, fostering good relationships. |
| | What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation? | What do we do to engage with the protected groups in order to advance equality of opportunity? | What do we do to engage with protected groups in order to foster good relations? |

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| | <ul style="list-style-type: none"> • Disability groups and SEN students/ parents. E.g. receiving extra support during transitional stages in their educational life. • Diverse offer of religious celebrations acknowledged. • Stonewall/LGBT groups involved in delivery of PSHE. • New RSE curriculum fully implemented from Sept 2020. • Student council allows pupil voice to be heard. | <ul style="list-style-type: none"> • Student Council /Student voice captured to ensure any changes made reflect the wishes of all pupils. • Parent view, enables the academy to take on board the wishes and feelings of parents/carers and act accordingly. • SEND questionnaire seeks the views of pupils and provides the academy with valuable feedback on their wishes/feelings. | <ul style="list-style-type: none"> • Consultation with groups, e.g. Stonewall have carried out assemblies and workshops with pupils. • Visits to local care homes – pupils read to residents and are given the opportunity to talk to them and understand how life is for them. • Faith leaders deliver assemblies, e.g. a Muslim leader has been in – the academy’s Muslim community has grown and it was felt important to have representation from the faith of children who attend the academy. • Visits to places of worship. • Theatre groups delivering diversity messages. These visits encourage our pupils to foster good relationships with our wider community. |
| | <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 rates of bullying/discriminatory incidents reported leading to the large majority of pupils behaving well and respecting others. | <ul style="list-style-type: none"> • The large majority of SEND make progress against their targets. • Participation in visits/extra-curricular activities is high for all pupils. | <ul style="list-style-type: none"> • Feedback is collected from students, parents/carers and staff to ensure that we are aware of their views and respond accordingly. This provides all stakeholders with an opportunity to have their |

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| | <ul style="list-style-type: none"> • PSHE, RSE delivered effectively and all pupils engage well with the curriculum delivery. • Very low exclusion rates linked to bullying/discrimination. • High level of “in school” support for pupil wellbeing including therapy programmes led by trained staff. | <ul style="list-style-type: none"> • Range of opportunities for all - high levels of participation from all pupils. | <p>say. Feedback shows that our stakeholders feel listened to and respected.</p> |
| <p>Next steps</p> | <p>Engaging parents/carers with the new RSE curriculum to ensure they support the academy’s delivery and help to promote the diverse world we live in.</p> <p>Academy to seek views of parents/carers on the academy’s extra-curricular offer and whether they feel it meet the needs of their child(ren).</p> | | |