

Public Sector Equality Duty Audit

The Priory Academy LSST

Reviewed by: I Dinnie

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 students, 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 students, 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:

LSST is the most over-subscribed school in Lincolnshire and is consistently described as one of the top performing state schools in the country. Although the 2012 IDACI measure places the academy as the 6th most deprived school of the 12 schools in Lincoln, attainment on entry is above the national average. Although the percentage of 'groups of students (FSM, SEN support, EHC) is below the national average a significant increase is evident year on year. Attendance is consistently high and persistent absence is consistently low. Suspensions and permanent exclusions are also low, at the point of this review. Progression from Y11 is predominantly to the 6th Form. Progression from Y13 is predominately to university. Increasingly other appropriate apprenticeship or work-based routes are being followed by leavers in Y11 and Y13 supported by our experienced and well qualified careers team.

LSST secured funding through the National Consortium of Language Education to lead the Brayford Language Network project. LSST has close links with the Lincoln City Foundation to enhance pastoral developments. LSST is currently accredited with: Careers Mark, The Duke of Edinburgh Award Scheme and the Combined Cadet Force.

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.

- There is regular discussion of the protected characteristics in Personal Development activities, which raises the students' awareness of these issues further and supports work done in the Awareness programme and within curriculum with students
- Enrichment tracker means that the engagement of students with protected characteristics can be monitored.
- Sixth Form Students are trained as Wellbeing Ambassadors and Peer Mentors to support younger students
- The academy has a range of extra-curricular groups and activities for students to join covering a wide range of interests.
- Assemblies & Awareness programme are used to deliver statutory guidance content, but we also ensure an element of flex so that reminders of issues as they arise, such as vaping and sexual harassment, can be addressed in a timely manner. We have a structured programme with 50 minutes teaching each week to all year groups. This programme contains the following strands: Community, Careers and the Wider World, Relationships, Sex and Health Education (RSHE) and British Values.
- 'MyConcern' and the SIMS/Satchel log ensure incidents are reported promptly and dealt with. In 2023-24 the MyVoice function in MyConcern was launched to enable another way for students to raise any concerns they have. The use of this is steadily increasing providing a useful way to students to share any concerns.
- 'MyConcern' is used to log Racist and discriminatory incidents.
- The academy has one Awareness Day during the year. This day is an opportunity for us to focus in on certain areas of the curriculum we feel would be better addressed by external speakers with added expertise. Students are off their regular timetable for the day and focus on areas such as County Lines, sexual health and revision strategies.
- Clubs, trips, activities are open to all students and engagement in activities is tracked by a member of the Enrichment team.
- Translators or signers are used for meetings with parents and events where required. For example, a sign language expert has been used at Year 6 welcome evenings and at Parents' Evenings and Prize Giving Ceremonies where needed.
- Exam arrangements are provided for all students where needed.
- Students from overseas are able to take the GCSE and/or A level language examination in their 1st language if it is available.
- Admissions procedures have been developed to include admission forms in different languages.
- Where needed attendance letters are translated in priority languages
- SLT hold 'drop in' evenings open to all parents to enable any concerns or issues to be raised.
- Equality is promoted across the curriculum especially in RE and Awareness. All students sit GCSE RE at the end of Year 10.
- We take part in the Red Box initiative to tackle 'period poverty' and the academy now provides free 'period products' around the academy site. This initiative is publicised in assemblies.
- We have regular links with the local community including PCSO meetings, Bracebridge & Manse Neighbourhood Board, RAF Waddington Service Students. This builds community links and understanding especially between different generations
- We are pro-active in responding to issues raised by students on an 'ad hoc' basis, for example creating a lunchtime prayer room for some Muslim students.
- The Academy has adopted a gender-neutral uniform policy

- Parent/carer questionnaires go out during parent's evenings.

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.

- Students with SEND have profiles written to reflect areas of need and incorporating the student voice
- PMs & Learning Strategies provide support for social/emotional/physical issues. Our mental health lead supports our PMs and LSA's if required.
- Regular SEND review meetings are held with parents/carers and the student.
- Academy Council meet regularly and have representatives from across the Academy.
- Student questionnaires completed by all year groups. This is coordinated during the academy day to ensure all students participate. In addition to this all students complete wellbeing surveys every term monitored by Heads of Year and Pastoral Managers to identify and pick up any issues.
- Sixth Form Wellbeing Ambassadors are available to support students.
- SEND department in the academy provides day to day support in school for students including those with disabilities
- Academy Council minutes record discussions and outcomes of relevant issues.
- Liaison with outside agencies and representatives from protected groups such as Educate & Celebrate and Think2Speak to support and inform practice.
- Student voice is collected for parental meetings, TACs, CINs, CPCs reviews.
- Staff wellbeing champions promote staff well-being across the academy.
- For students impacted by any issues we have a range of internal mechanisms (peer mentors, academic mentors, wellbeing ambassadors, staff mentors) and external agencies (Energize, MHST, Nurture Garden, Mick Kelly) to provide additional support and capture the views of students when required.

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

Map to evidence/records kept.

- Satchel One and MyConcern ensures that staff report ALL incidents.
- Pastoral & safeguarding teams respond to incidents immediately.
- Deputy Headteacher, Associate Assistant Headteachers Pastoral, DSL, DDSL and SENDCO meet regularly to review any incidents. For more serious incidents advice and guidance is sought through the Trust DSL.
- Head of Year and PM for each year group effectively engage and support students from protected groups.
- Relevant training (Safer Recruitment, Brooks Traffic Light and safeguarding briefings with quiz's) has been undertaken by staff to develop their understanding.
- Awareness programme monitored weekly by SLT to ensure SoL are being delivered effectively and students are engaged in the programme.
- Immediate action is taken by staff when any concerns or incidents are reported, and action/impact is recorded in Pastoral Logs and MyConcern chronology.
- We work closely with external agencies and youth workers to provide interventions for students who are involved in incidents of discriminatory behaviour
- Student prefect body, especially the senior prefect team, in recent years reflect equality of opportunity for all students.
- Staff openly support groups such as wearing Priory Pride badges and they challenge and address any homophobic or other discriminatory comments or actions as evidenced using Satchel and MyConcern.
- Enrichment Leaders track student participation in House, Enrichment and Extra-Curricular activities to monitor levels of participation across all groups of students. The use of QR codes for signing into extra-curricular activities has supported this tracking process.
- Investment in refurbishment of PE and swimming pool changing areas to create more single occupancy changing facilities.
- Analysis of parental questionnaires can identify parents of students with protected characteristics to ensure any issues are responded to.
- Staff wellbeing champions are introduced to all staff and regular communication is sent to ensure staff feel supported throughout their time at the academy.

- Student wellbeing surveys are conducted by Heads of Year termly to ensure any issues or concerns can be identified and appropriate support actioned.

Next Steps:

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- Continue to develop the use of MyVoice as an additional reporting mechanism for students.
- Continue to monitor current legislation and update policies/procedures when needed