

1. Aims

Priory CE Academy is a caring school that aims to provide a high-quality education to all our pupils within a secure and environment. We are a Rights Respecting School (RRS) and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#). This document also complies with our funding agreement and articles of association.

As a Rights Respecting School we also take into account:

- UN Convention on the Rights of the Child.
- UN Convention on the Rights of Persons with Disabilities.
- Human Rights Act 1998.

3. Roles and responsibilities

The Local Governing Committee (LGC) will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the principals.

The equality link governor is the Inclusion governor. They will:

- Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document

- Attend appropriate equality and diversity training
- Report back to the LGC regarding any issues

The principals will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality will:

- Support the principals in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues.
- Support the principals in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and Governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.
- The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. follow own religious practices)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Track attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information

- Make evidence available identifying improvements for specific groups (e.g. closing gaps in attendance and attainment)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching through Rights Respecting Schools and in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies or hosting workshops dealing with relevant issues. Pupils will be encouraged to take a lead in such workshops and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups and relevant charities to speak at assemblies or visit classes, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

Objective 1: To eliminate bias or discrimination due to Mental Health.

Why we have chosen this objective: Significant progress has been made in this area in the last two years, as part of the Mental Health for Schools Award, but we still feel that in our community, there is further work to do and that pupils and their families experience some degree of bias based on mental health difficulties.

To achieve this objective we plan to:

1. Become a menopause aware organisation.
2. Introduce wellbeing coaching buddies (for new staff to start with)
3. Become a trauma sensitive organisation.
4. Introduce a pupil mental health champion.
5. Strengthen Year 6 to Year 7 transition – nurture focus.

1. We are now a menopause and endometriosis aware employer. The wellbeing committee led training in July 22 to raise awareness of both menopause and endometriosis – all staff attended the training, as did our wellbeing governor. During 2023/2023 personal risk assessments have been implemented as necessary to ensure that staff are supported appropriately. Emergency sanitary products are in place for all staff and pupils as needed.
2. Two members of education support staff have undertaken a wellbeing apprenticeship – offered by St Bart's Trust, this will be completed in the next academic year.
3. Peer coaching triads and professional partnerships have been implemented across the school.
4. The inclusion team have taken part in the Beacon house trauma aware professionals training and emotional regulation training – this has been cascaded to staff (teachers and education-based support staff) in 4 PDMs. The behaviour regulation policy has been reviewed by a behaviour working group and significant changes made to ensure that we are a trauma sensitive organisation. The key change is the introduction of a new five step process for all staff to follow (Prevent, Pre-empt, De-escalate, Consequence, Responsibility, Recover and Repair). Coaching has taken place with all staff across the school around behaviour regulation and good practice shared. Further training for staff will take place in September 2023.
5. An ambassador was appointed as pupil mental health champion and reviewed the SEMH policy – we will be moving to a wellbeing advocate model moving forward and using this group, alongside pupils surveys to capture pupil voice on the impact mental health support that we provide.
6. Transition activities resumed for all pupils, with additional visits for any vulnerable pupils. Class teachers, the Inclusion hub and safeguarding team meet with the new settings to ensure that all pertinent information is passed on to the new settings.

Next steps:

- Wellbeing advocate group to be elected by peers – led by Inclusion staff and wellbeing apprentices
- Wellbeing training for staff from Andrew Black – Autumn 2023
- Wellbeing committee to take a lead on wellbeing inset for staff
- An external coach will be accessed for the Principals and SBM next year.
- Additional behaviour regulation training September 2023 and Physical support from Andrew Black in September 2023

Objective 2: To eliminate bias or discrimination due to culture or background.

Why we have chosen this objective: Progress has been made in this area, since the introduction of Jigsaw in 2016, but we still feel that in our community, there is further work to do and that some pupils use 'casual' comments that are of a discriminatory nature. When audited, school literature lacked a wide range of positive representation of all cultures, that challenged stereotypes.

To achieve this objective we plan to:

1. Invest in new literature for the school library, ensuring positive representation of a wide range of cultures.
2. Have a zero-tolerance policy of 'casual' comments that are of a discriminatory nature.
3. Sensitively, yet firmly challenge all stereotypical views expressed.

Progress we are making towards this objective: completed Summer 2023

1. The library has been updated and now contains sections of literature to represent each of the areas of the equality objectives, this ensure appropriate representation in our library – FOPs funded additional funding for further reading materials in Summer 2023.
2. Staff training Autumn 2022 on microaggressions – also attended by a governor.
3. 'Casual' comments have been addressed as teaching points by all staff this year and staff have been supported to consider any unconscious bias. All problematic comments are logged on CPOMs, reported to parents and the LGC.

4. Stereotypical views have been challenged when raised by pupils – this needs to continue as at times these views are from the home

Next steps:

- Continue to be mindful of equal representation in books purchased for the classrooms and in displays around the school, including representations of biblical figures in RE lessons.
- To continue to focus on unconscious bias and microaggressions.
- Continue to challenge stereotypical views that may be expressed.

Objective 3: To eliminate bias or discrimination due to gender

Why we have chosen this objective: Progress has been made in this area, since the introduction of Jigsaw in 2016 and through staff training, but we still feel that in our community, there is further work to do and that some pupils express stereotypical views or language that is discriminatory in nature. When audited, school literature lacked a wide range of positive representation of differing gender roles and the wide range of family types that are representative of our community.

To achieve this objective we plan to:

1. Invest in new literature for the school library, ensuring positive representation of a wide gender roles and family types.
2. Have a zero-tolerance policy of 'casual' comments that are of a discriminatory nature.
3. Sensitively, yet firmly challenge all stereotypical views expressed.
4. Staff and pupils to consider and implement changes to make the school more gender neutral e.g. Sport Day.

Progress we are making towards this objective: completed Summer 2023

1. The library has been updated and now contains sections of literature to represent each of the areas of the equality objectives, this ensure appropriate representation in our library.
2. 'Casual' have been addressed as teaching points by all staff this year and staff have been supported to consider any unconscious bias.
3. Stereotypical views have been challenged when raised by pupils – this needs to continue as at times these views are from the home.
4. A whole school gender neutral sports day is now in place.

Next steps:

- To continue to focus on unconscious bias and microaggressions.
- Continue to challenge stereotypical views that may be expressed.

9. Links with other policies

This document links to the following policies:

- SMSC and British Values
- Accessibility plan
- Inclusion
- SEND
- Pupil Premium
- Recruitment

10. Monitoring arrangements

The Designated teacher and Governor will update the equality information we publish at least every year, in consultation with the principal. This policy will be reviewed and approved by the LGC at least every 4 years.

Policy Author: Jenny Cunliffe

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