



Public Sector Equality Duty Audit

Ling Moor Academy

Review by: J Sisman

Reviewed: July 2024

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 are:

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 context in which the Academy works:

Ling Moor is an above average sized primary academy with 417 pupils on roll as of May 2024. The percentage of pupils currently claiming free school meals at Ling Moor is well below the national average at 11.7%. This figure has increased markedly in the last 24 months. In Sept 2023, approximately 14% of pupils were identified as needing special educational support.

The overwhelming majority of pupils are of White-British ethnicity with very few pupils speaking English as an additional language. The number of boys and girls on roll is very similar. Of the number of pupils identified as having additional needs, most of these are boys.

Pupils enter the academy with skills and knowledge close to those expected – verified in the baseline assessments carried out. Pupils enter the academy from a wide range of nurseries or pre-schools; often not in the local area.

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.

- Racist/bullying incident reporting ensures incidents are identified and addressed so all involved can receive an appropriate education to eliminated future incidents. This is shared with the LGB who hold the headteacher to account.
- Monitoring the engagement of activities/afterschool clubs shows that opportunities are accessible and equitable for all. Data is available in our trackers for activities/afterschool clubs.
- PSHE and RSE curriculum ensures proactive work takes place to reduce the likelihood of discriminatory, harassment or victimisation incidents.
- Strategies are in place to engage under-represented groups, for example, the academy uses additional funding where possible to provide specialist equipment for pupils with disabilities (e.g. the provision of specific seating to ensure children with specific needs are able to access their class seating).
- The academy also takes into account the timing of the activities to avoid clashes with pupils' religious responsibilities, e.g. prayer times, fasting.
- The Academy's Accessibility Plan ensures that all pupils can access the site and there is no unfair advantage given to able bodied pupils.
- Visits to places of worship provide opportunities for children to understand other cultures and build positive relationships. It also allows children of different faiths to educate their peers about their faith/culture. Evidenced in our enrichment programme.
- The academy has embedded British Values and the Academy Values into all aspects of academy life as this encourages a positive and respectful ethos where all are treated equally and given the same responsibilities.

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.

- Pupils with disabilities are consulted on provision to ensure that it is appropriate and meeting their needs. If any barriers are highlighted, the academy works to remove them. Consultation takes place with pupils and their parents through the Pupil Profile and EHC processes.
- Reasonable adjustments made to support pupils with disabilities are shared with transition schools to ensure that appropriate provision is in place.
- The academy has invested time in setting up pupil groups who represent the diversity of the pupil population. For example, E-Safety Ambassadors, Anti-Bullying Ambassadors, Student Council Representatives. The role of the groups is to reflect pupil opinion and to make changes to the way the academy runs based upon pupil feedback. For example, if pupil feedback was that there was a lot of unkind messages being sent on social media then the groups would work with staff on putting in place whole-academy strategies to target this concern.
- Diverse offer of religious celebrations acknowledged, to help pupils understand different cultures and to see it as a part of the community/world they live in. This aims to increase awareness, thus reducing instances of negative behaviour which stems from a lack of understanding.
- Student voice and parent/carer voice is sought with the information collected used to ensure that there is equitable provision and any negative areas highlighted are addressed as a matter of concern.
- School events, e.g. the academy ensures that careers events are held, there is an appropriate representation of protected groups, e.g. female leaders; disabled workers.
- The academy provides additional support where necessary for pupils applying for secondary school, e.g. supporting families from diverse cultural differences, to ensure the right application is made for the pupil.
- Following a review of visits and experiences, the offer was deemed accessible to all pupils ensuring no groups were discriminated against.

- Visits to places of worship and faith leaders delivering assemblies so that pupils become familiar with different faiths and see them as a part of their community. These include religions covered in the national curriculum. Shown in our curriculum map
- Visits from war veterans to encourage pupils to understand the contribution the veterans made to the life that they live now.
- Community Visits provide children with opportunities to create connections and understand the needs of their community. Children visit the local mosque and churches during their time at Ling Moor to learn about some of the faiths in their community. They also visit local shops, museums, other schools in order to understand what goes on in their wider community.
- Specialist furniture is in place for young people with disability to experience the same as their peers

**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 point of review the academy has extremely low rates of bullying/discriminatory incidents.
- PSHE delivered effectively –The PSHE curriculum delivered by the school is in line with PSHE association best practise. Evaluation of the PSHE curriculum provides assurances that there is successful implementation.
- Pupil feedback identifies pupils feel safe at the academy, and they feel any poor behaviour is dealt with quickly and effectively by staff.
- Pupils with SEND needs achievement is in line with those pupils without SEND needs.
- Participation in visits/extra-curricular activities is high for all groups of pupils.
- A range of opportunities are available for all pupils, and stakeholder feedback recognises this.
- The academy's lesson observations and behaviour logs show that pupils and staff respect each other and work well together.
- External visitors are happy to come to the academy and work with our pupils.
- Feedback taken from parents/carers, governors, pupils, and staff does not identify any concerns.

Next Steps:

- Continue a long-term piece of work to review the accessibility plan for the Academy site to ensure that the site is suitable in the long term for all those who access the Academy, with a focus on some individual learners who have specific physical individual needs.