



Name of Document	Equality Audit
School Lead:	Headteacher
Governor Lead:	FGB
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Chair of Governors sign and date	<i>B. Temple</i> 11.3.24

Pilgrim School Equality Audit and PSED Objectives Spring 2024

The Pilgrim School 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.

Pilgrim School	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"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation 	<p>Answer:</p> <p>Any cases of pupil discrimination records are logged on my concern, followed up and data reported to governors annually. Low reported incidents of pupil bullying, harassment and discrimination.</p> <p>Staff are reminded of low-level concerns and staff conduct on an annual basis and any allegations are recorded centrally and followed up. There have been no cases recently.</p> <p>Staff are surveyed weekly and asked about relationships with staff and pupils. All responses are anonymous and followed up where necessary.</p> <p>Policies identify a zero-tolerance</p>	<p>Answer:</p> <p>At the interview any disabilities that have been declared reasonable adjustments are made.</p> <p>Staff have flexible working arrangements to allow them to attend medical appointments for themselves and family members.</p> <p>The school has a private insurance policy that gives staff access to well-being services.</p> <p>The school employs a counsellor that is available to staff.</p> <p>Buildings and facilities are accessible to all.</p>	<p>Answer:</p> <p>The school has staff well-being representatives.</p> <p>We survey staff weekly and all SLT have access to the results, comments and stats.</p> <p>Training is provided to all staff on Mental Health.</p> <p>We update the code of conduct regularly.</p> <p>Wellbeing a focus agenda item on governor meetings</p>

	<p>approach to victimisation, harassment and bullying and staff have read these as part of their induction.</p> <p>Pupils are taught about the protected characteristics as part of the Personal development curriculum.</p> <p>When interviewing candidates, we use a Governor on the panel and a member of SLT or middle leadership who has no connection with any of the applicants.</p> <p>Staff profile shows a workforce in line with the demographic of Lincolnshire. Pay is equal and we make provision for part-time staff and have a flexible approach to staff with families.</p> <p>Staff have induction and complete training. Equality and diversity training online.</p>		
	<p>What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?</p>	<p>What do we do to engage with the protected groups in order to advance equality of opportunity?</p>	<p>What do we do to engage with protected groups in order to foster good relations?</p>
	<p>Answer: LGBTQ information and support available in each base including</p>	<p>Answer: All staff have the same opportunities for career</p>	<p>Answer: All students and staff are invited to LGBTQ+ meetings, no matter</p>

	<p>reps, forum focus and displays (club at Baumber)</p> <p>Through education of whole classes regarding PD and PSHE.</p> <p>Through timely tutorials on historical events i.e. Stone wall. Through celebration of differences.</p> <p>Staff consultation on policies</p> <p>We offer coaching sessions to staff and this creates an open culture so any issues can be shared.</p> <p>Staff are supported to access information or workshops relevant to them.</p> <p>Staff have a Governor representative that sits governing body</p> <p>Range of texts in reading books in library and in on-line library</p>	<p>advancement.</p> <p>Activities are open to all e.g. staff student football match no gender bias</p> <p>Return to work meetings conducted with all staff after periods of absence.</p> <p>Staff surveys completed weekly with focus on relationships and opportunity to share any concerns</p> <p>Recognition that facilities may be required to allow religious worship or different holiday periods.</p>	<p>their gender/identification.</p> <p>Flexible working to assist parents with childcare, school hours, parents' meetings, medical appointments etc.</p> <p>Return to work meetings conducted with all staff after periods of absence.</p> <p>Staff surveys completed weekly with focus on relationships and opportunity to share any concern</p>
	<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>
	<p>Answer:</p>	<p>Answer: The Pilgrim School is proactive in</p>	<p>Answer: Staff are asked opinions and</p>

	<p>Policies updated in a timely manner and essential Lincolnshire safeguarding updates and policies are communicated with staff.</p> <p>All staff access essential safeguarding updates and if absent resources are sent through to ensure all staff have read and understood essential updates.</p>	<p>advancing equality of opportunity. This is evidenced by the breadth of characteristics (protected or not) amongst the staff population, including the management team.</p> <p>Each person is taken as an individual (in line with the Pilgrim value of ‘unconditional positive regard’) and given equal chances and opportunities.</p>	<p>attend staff meetings/briefings etc.</p> <p>Staff surveys consistently show relationships are a strength between all members of the school community and the staff feel valued and enjoy their work.</p> <p>As a Hospital school pupils receive a quality of access to education within the context of their medical condition/disability this is demonstrated in academic data.</p>
<p>Next Steps:</p>	<p>Formalise in policy how we support the protected characteristics amongst the wider team.</p> <p>Wellbeing policy to cover all members of the school community.</p> <p>Capture evidence that equality of opportunity is advanced amongst the whole school community.</p>		
<p>Proposed Equality Objectives:</p>	<p>By the end of the academic year 2022 – 2023 ensure that:</p> <ul style="list-style-type: none"> • That the percentage figure of boys not achieving their GCSE English language target reduces from 40% - 30%. • That the percentage figure of girls not achieving their GCSE Maths target reduces from 50% - 40% • That the percentage figure of boys not achieving their GCSE Science target reduces from 23% to 20%. <p>By the end of the academic year 2022 – 2023 pupils in the home who are able to access school trips, visits and the wider PD curriculum increases from the baseline by 10%.</p>		

By the end of the academic year 2022 – 2023 the gap between ASD pupils and non- ASD pupils not achieving their targets in maths and English will reduce from 10% - 5%.

2022 – 2023 Outcomes

	2022 ASD	2022 Non-ASD	2023 ASD	2023 Non-ASD
Both Maths and English				
Above/On both	2	10	2	12
Above/on one	2	27	2	11
Below both	3	5	2	16
No Data either	1	20	0	8
Total with data	7	42	6	39
Total overall	8	62	6	47
% on/above with data	57%	88%	67%	59%
% on/above overall	50%	60%	67%	49%

This demonstrates that the target regarding the gap between ASD pupils and non ASD pupils achieving their target has been met.

	2022	2023
Boys Science		
Above	9	2
On	4	1
Below	1	7
No Data	11	4
Total with data	14	10
Total overall	25	14
% on/above with data	93%	30%
% on/above overall	52%	21%

The target for reducing the number of boys in science not achieving their target is broadly on track.

	2022	2023
Girls Maths		
Above	3	10
On	14	4
Below	13	11
No Data	14	13
Total with data	30	25
Total overall	44	38
% on/above with data	57%	56%
% on/above overall	39%	37%
<p>The % of girls not achieving their target has a slight reduction and there is still work to do.</p>		
	2022	2023
Boys Eng		
Above	6	3
On	3	1
Below	6	7
No Data	13	2
Total with data	15	11
Total overall	28	13
% on/above with data	60%	36%
% on/above overall	32%	31%
<p>This shows the % of boys not achieving their English target has significantly reduced and still is on track.</p>		
2023 – 2024 Targets	<p>Recommended that the 2023 targets are maintained. We have a transitional cohort and expectations need to be embedded.</p>	

