



Leigh Academy Langley Park

Equality Objectives Policy

Approved by:	Sally Brading	Date: 02/07/25
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Last reviewed on:	July 2025
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Next review due by:	July 2026
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1. Policy Statement and Purpose

This policy is based on the **Equality Act 2010**, which provides a single, consolidated source of discrimination law. The Academy is committed to ensuring equality of opportunity for all members of the school community and opposes all forms of discrimination.

Types of Discrimination

- **Direct Discrimination:** Treating someone with a protected characteristic less favourably than others.
- **Indirect Discrimination:** Occurs when something applies to everyone in the same way, but unfairly affects some people with a protected characteristic (e.g., holding a club in a room only accessible via stairs).

2. Scope and Protected Characteristics

2.1 Protected Characteristics

The Academy will not unlawfully discriminate against any person on the basis of the following protected characteristics:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

2.2 Application

The policy applies to all staff, pupils, potential pupils, and parents/carers. It is unlawful for the governing body to discriminate against, harass, or victimise any of these groups in relation to:

- Admission
- The way it provides education for pupils
- The way it provides pupils access to any benefit, facility, or service
- By excluding a pupil or subjecting them to any other detriment

3. Implementation and Adherence

The Academy ensures adherence to the Equality Act 2010 through the following practices:

Area	Description of Adherence
Curriculum	A lesson each term is dedicated to the protected characteristics, using picture books and reflection activities. Diversity and inclusion are threaded through the PSHE and RSE curriculum. The curriculum is adapted for all learners using resources like overlays, writing slopes, and the Read&Write Toolbar software. Trips and experiences are inclusive, with necessary considerations and adaptations.

Behaviour / Exclusions	The Behaviour and Exclusions policy ensures exclusions are not discriminatory and are applied fairly through a rigid process. It supports reasonable adjustments where necessary and considers underlying issues contributing to behaviour. The policy aims to ensure a safe learning environment for all children and adults.
Reasonable Adjustments (Disability)	The Academy has a duty to make reasonable adjustments to the exclusion process for disabled students. Failure to do so means the exclusion is unlikely to be capable of objective justification.
Acts of Worship	Assemblies are varied, follow the 'Picture News' framework and cover strands of Personal Development. The RE curriculum is broad and covers all religions in depth. Members of different faiths are invited into school equally for recognition and learning.
Uniform	Uniform is gender neutral and enforced as such. Adjustments are made for children in the SRP with specific sensory processing needs.
Examinations	Appropriate access arrangements are put in place for any child who has a particular need.
Admissions	A consistent over-subscription criterion is applied, which is communicated transparently on the website and applied to waiting lists for in-year admissions.
School Scheduling	Events (e.g., parents' evenings, trips) are scheduled to accommodate a range of parental work commitments. Accessibility is ensured for events, including using the hall for parents' evenings and providing a lift for first-floor access. Trips and experiences are subsidised for pupils eligible for Pupil Premium Grant (PPG), and other cost-reduction methods are considered.
Staff Recruitment / Promotion	Principal and Vice-Principal have received unconscious bias training. The recruitment process is the same for all candidates, with robust shortlisting by more than one SLT member to ensure an unbiased process. Promotion is given on merit, and opportunities are clearly advertised. The academy is committed to developing a diverse workforce that represents the community.

Staff Access to Training / Information	Staff have access to a range of CPD webinars on LAT Thrive covering unconscious bias, inclusion, and protected characteristics. Staff receive regular SEND-focused training and updates to the PSHE/RSE curriculum.
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4. Responsibility and Protection against Victimisation

4.1 Liability

While persons acting on behalf of the governing body are liable for their own discriminatory actions, the governing body is also liable unless it can show it has taken all reasonable steps to stop the individual from carrying out the discriminatory action.

4.2 Protection Against Victimisation

Any person making an allegation of discrimination (a 'Protected Act') or supporting another person's complaint is protected against retaliation. This protection applies even if the allegation is found to be false due to misunderstanding, but not if the person was acting in bad faith (i.e., lying).

5. Equalities Objectives

The Academy's current Equalities Objectives are as follows:

1. Develop an Inclusion and Diversity working party to engage the wider community proactively.
2. Continue to support staff in developing their adaptive practices to ensure continuous and high-quality access to the curriculum for all.
3. Engage further with representatives of different faiths.
4. Provide specific and targeted CPD for staff in relation to emerging needs, for example, Autism in Girls.