



Leigh Academy Hundred of Hoo Primary Equality Act & Objectives 2025/26

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Introduction

The school is located in an area of Medway that has above average deprivation and the socio-economic background of pupils is below average. The school admits boys and girls into year R in the primary phase and year 7 in the secondary phase and has a co-educational sixth form. The proportion of pupils from BAME backgrounds has always been below the national average but is increasing due to migration from London to the new developments in Hoo. The proportion of SEN and PP is above the national average.

Equality Objectives

Our Equality Objectives reflect the school's priorities and draw upon available data and other evidence. Careful analysis of this is undertaken in order to ensure that we are working to achieve improved outcomes for different groups.

Objective	How this will be achieved	Evidence
1. Actively promote respect for diversity in all its forms	<ul style="list-style-type: none"> ● Pastoral structure (Colleges) encourages intense support and care with students ● Well-being manager accessible to all students at the academy ● International Baccalaureate World School status ● Integral to delivered curriculum ● Integral part of pastoral programmes. ● SMSC delivered in tutor time, Interdisciplinary & and assembly programmes ● Ensure that all staff receive the training needed to respond effectively to prejudice-related bullying ● Encourage avoidance of stereotyping 	<ul style="list-style-type: none"> ● Instances of prejudice-related bullying are rare ● Students show genuine understanding that other people with their differences can also be right ● Active celebration of cultural diversity through our Theme of the Fortnight. ● Well-being log and appointed all-through wellbeing lead
2. Ensure all students, irrespective of background and starting points, make good progress over time	<ul style="list-style-type: none"> ● Provide regular progress feedback and support when needed ● Monitor performance of student groups and take action as appropriate ● Instil confidence, resilience and self-belief through positive reinforcement and encouragement ● Provide opportunities for students to develop the character traits in the IB Learner Profile 	<ul style="list-style-type: none"> ● Tracking of performance of various micro populations ● Students achieve the qualifications they need to secure positive progression ● Students present as confident, well-rounded individuals who possess the skill set to help them succeed Post 16 and beyond
3. Ensure all students feel safe, welcome	<ul style="list-style-type: none"> ● Provide learning environments that are welcoming, safe and respectful of learners from all communities 	<ul style="list-style-type: none"> ● Displays around the academy celebrating cultural diversity, international

and respected	<ul style="list-style-type: none"> • Rewards system that encourages hard-work and raises self-esteem. 	<p>mindedness and encouraging self-esteem in all students</p> <ul style="list-style-type: none"> • Bromcom MIS rewards tracking related not only to conduct but also to evidencing the IB learner profile attributes
4. Raise aspirations, particularly of the most disadvantaged students	<ul style="list-style-type: none"> • Trips, visits that increase cultural capital • Extra-curricular programme that enriches students' experiences • Partnerships with universities, employers and business mentors • Provide clear opportunities that meet the Gatsby Benchmark • Implementation of the Pupil Employment Programme 	<ul style="list-style-type: none"> • Attendance records show spread of engagement destinations data of disadvantaged • Academic performance data • Attendance at career and employee engagement fayre • Implementation of pupil employment programme
5. Ensure all Student wellbeing is accepted as part of a holistic approach to education, irrespective of ability, background or starting points.	<ul style="list-style-type: none"> • Through access to physical activities open to all abilities and backgrounds, both in school and extracurricular • Through access to wellbeing support via the Inclusion team and Student Support Managers • Encouraging and understanding of good wellbeing through healthy promotions • Having a staff team trained to recognise poor wellbeing • Providing support to parents/carers to help tack wellbeing at home 	<ul style="list-style-type: none"> • Attendance records show engagement with physical activities • Tracking of the number of students accessing wellbeing support • Evidence of healthy promotion materials in the academy • Records of staff training • Examples of support for well being shared with parents

Adhering to the requirements of the Equality Act (2010)

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all types of unlawful discrimination in a simplified way.

Direct discrimination is treating someone with a protected characteristic less favourably than others. Indirect discrimination, happens when something applies to everyone in the same way, but affects some people unfairly: i.e. holding a club in a room only accessible via stairs.

In England and Wales the Act applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

The Act makes it unlawful for the governing body of a school to discriminate against, harass, or victimise a pupil or potential pupil, parents/carers, and staff:

- In relation to admission;
- In the way it provides education for pupils ;
- In the way it provides pupils access to any benefit, facility, or service; and/or
- By excluding a pupil or subjecting them to any other detriment.

In practice, any persons acting on behalf of the governing body are liable for their own discriminatory actions, but the governing body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action.

It is unlawful for a school to discriminate against a pupil by treating them less favourably because of their protected characteristics:

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

For example, it is unlawful for a school to discriminate against or victimise a pupil by excluding him or her because of or for a reason related to a protected characteristic. The Act does not prohibit schools from excluding students with protected characteristics, but does prohibit exclusion because of their protected characteristics or discrimination during the exclusion process.

Behaviour and exclusion policies that result in a higher proportion of students with a particular protected characteristic being excluded are likely to result in indirect discrimination unless their application can be objectively justified.

Schools, and their governing bodies, have a duty to make reasonable adjustments to the exclusion process for disabled students and in circumstances where they fail to do so the exclusion is unlikely to be capable of objective justification.

‘A Protected Act’ might involve, for example, making an allegation of discrimination, or supporting another person’s complaint by giving evidence or information. Even if the allegation was found to be false due to misunderstanding, that person is protected against retaliation unless they were acting in bad faith, i.e. lying about an incident taking place, as opposed to a misunderstanding.

The table below exemplifies how our academy ensures it is adhering to the requirements laid out by the Equality Act 2010. More information relating to the Act can be found [here](#).

	Describe how you ensure the academy is working in accordance with the Equality Act.
Curriculum	<ul style="list-style-type: none"> ● Our IB curriculum and theme of the fortnight reflect a diverse range of experiences We take opportunities to celebrate diversity e.g. cultural days and fortnightly themes ● Compulsory RSE for all pupils (Year R-13) which addresses key relationship themes ● PSHE programme celebrates diversity ● TOTF, PSHE lessons and assemblies cover all Fundamental British Values and protected characteristics and includes sessions on discrimination, bullying and what can be done to address this ● PSHE curriculum and assemblies also cover rights and responsibilities and what students can do when they leave the Academy if they feel they are suffering from discrimination PSHE curriculum addresses hate crime ● Ensure both genders have the opportunity to access the full curriculum. And show curiosity where gender might be imbalanced

Behaviour / Exclusions	<ul style="list-style-type: none"> ● Staff training on bullying and recognising and tackling bullying and transphobic behaviour and language. ● Engage expert partners (strengthening minds) to lead small group interventions with boys or girls that need further help to behave appropriately ● As with all students, to ensure that any incidents are fully investigated by key staff and that this is recorded on Bromcom, and parents/carers are informed ● Staff are trained in our systems for reporting and recording incidents of bullying ● Staff are trained in how to respond to acts of discrimination which are best handled in the moment by an appropriate adult ● Attendance and behaviour reviewed regularly to check whether patterns can be identified linked to unkind behaviour
Acts of worship	<ul style="list-style-type: none"> ● A prayer space available when needed ● Assembly programme celebrates diversity
Uniform	<ul style="list-style-type: none"> ● Uniform alternatives available (i.e trousers not just for boys etc.) ● Consult on P16 uniform policy to make sure it is inclusive
Examinations	<ul style="list-style-type: none"> ● Identification of access arrangements via subject departments and SEN team. ● Access arrangements reviewed termly to make sure appropriate. ● Information on access arrangements shared with all staff via Bromcom
Admissions	<ul style="list-style-type: none"> ● At initial application students to be asked if they have a disability or diagnosed medical condition to ensure that any needs are met by the Academy from day 1 – where reasonable adjustments would need to be made ● Tours of the academy organised prior to starting
School scheduling <i>(i.e. parents evenings, trips, etc.)</i>	<ul style="list-style-type: none"> ● Keep records of parents or pupils that need support during a parent event (i.e if ramps, an interpreter or sign language is needed) ● Receptionist to ask any visitors who are pregnant or have babies if they have any special requirements / needs during their visit, e.g. somewhere to breastfeed / change baby ● School trips are planned accordingly to support learning in school and are adapted to suit the needs of the children attending. PPG funding may be used to subsidise trips in the primary phase.
Staff recruitment / promotion	<ul style="list-style-type: none"> ● All staff involved have completed safer recruitment training. ● At initial application /interview staff / staff to be asked if they have a disability or diagnosed medical condition to ensure that any needs are met by the Academy at interview / start of employment – where reasonable adjustments would need to be made
Staff access to training / information	<ul style="list-style-type: none"> ● Access for all LAT employees via Thrive (online platform) ● Regular SEN training (Autism, SEMH, Dyslexia, speech & language) ● Trauma informed practice training ● Cultural awareness ● Regular safeguarding training and weekly quizzes.
Site access	<ul style="list-style-type: none"> ● Termly checks to be made of all disabled access routes / facilities to ensure that they support equal access to the Academy both in hours and for the use of the sports area outside of Academy hours.

Equality duty plan

Aim 1 – to eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.

Aim 2 – to advance equality of opportunity between people who share a protected characteristic and those who do not by:

- *Removing or minimising disadvantage suffered by people due to their protected characteristic*
- *Taking steps to meet the needs of people with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people’s disabilities.*
- *Encouraging people with certain protected characteristics to participate in public life or in other activities where their representation is disproportionately low.*

Aim 3 – foster good relationships between people who share a protected characteristic and those who do not.

Aim 1, 2, 3	Protected characteristic	Aim	Target groups	Action	Required impact
1,2,3	Race	<p>To actively challenge racial stereotyping and discrimination and actively promote/celebrate racial diversity in our community</p> <p>To educate children on issues relating to race and discrimination</p>	All pupils and staff	<ul style="list-style-type: none"> ● Our IB curriculum and theme of the fortnight reflect a diverse range of experiences We take opportunities to celebrate diversity e.g. cultural days and fortnightly themes ● Assembly/PSHE programme celebrates diversity ● Culture club as part of our extra-curricular activities ● Staff training where relevant 	<ul style="list-style-type: none"> ● Reduction in racially related incidents on Bromcom and Bullying log ● Positive staff, pupil and parent survey results ● Culture and diversity groups, staff and pupils created.
1	Sexual orientation	<p>To eliminate homophobic, biphobic and transphobic language and prejudices amongst the students</p> <p>To educate children on issues relating to sexual orientation and discrimination</p>	All pupils	<ul style="list-style-type: none"> ● Staff training on bullying and recognising and tackling bullying and transphobic behaviour and language. ● Take opportunities to celebrate diversity e.g. Pride Month ● Small reflection group work on social understanding. ● Focus groups (culture group), staff and students to identify issues and create training opportunities 	<ul style="list-style-type: none"> ● Reduction in incident reports ● All incidents that are identified are addressed ● Students report feeling safe and valued by peers and staff

1	Race, religion or belief and disability / health needs.	To ensure the content of Academy meals and the dining environment meets the needs of faith groups and those with specific health needs, always ensuring there is a choice of food available	All students and staff.	<ul style="list-style-type: none"> • Priority in any catering tender process • Feedback from pupils from protected groups for catering contractor included in pupil feedback and reports 	<ul style="list-style-type: none"> • SLT to monitor • Any complaints dealt with by Principal
2	Faith	To ensure that staff and students have access to a room where they can pray / take part in quiet reflection.	All students and staff.	<ul style="list-style-type: none"> • A prayer space available when needed 	<ul style="list-style-type: none"> • Use of prayer room monitored by pastoral staff
2	Sex	<p>Students of all genders are given broad opportunities to thrive in all subjects and career paths.</p> <p>We build and sustain a culture where there is zero tolerance for sexual discrimination</p>	All students	<ul style="list-style-type: none"> • Ensure both genders have the opportunity to access the full curriculum. And show curiosity where gender might be imbalanced • Support students of all genders to continue to access a full PE curriculum until the end of Y11 • One to one advice sessions with parents and students, encouraging where appropriate access to full curriculum • Monitor progress of girls and boys outcomes and choice of courses • Consult on P16 uniform policy to make sure it is inclusive • Use assemblies and other opportunities to help children understand how to behave appropriately • Engage expert partners to lead small group interventions with boys or girls that need further help to behave appropriately 	<ul style="list-style-type: none"> • Student questionnaires • Options choices at KS4 and KS5 • KS4 attendance at PE • Focus groups
3	All protected Characteristics and groups mentioned on page 1	To increase participation of protected groups in wider Academy life, enrichment, trips, student leadership so that everyone has equal access to opportunities	All students with protected characteristics	<ul style="list-style-type: none"> • All Primary students and KS3 students will go on at least one trip per year. Drop down days facilitate this • Our enrichment programme aspirationally targets 100% take up from all protected groups • Monitor engagement with our after school clubs programme to ensure sufficient 	<ul style="list-style-type: none"> • Participation rates from key groups

				engagement with key groups	
2	Disability	To ensure that staff and students with protected characteristics have equal access at the Academy.	All staff and students with a disability or diagnosed medical condition	<ul style="list-style-type: none"> All staff involved have completed safer recruitment training. At initial application /interview staff / students to be asked if they have a disability or diagnosed medical condition to ensure that any needs are met by the Academy at interview / start of employment (so reasonable adjustments can be made) Excellent pastoral support from day 1 including monitoring by the school nurse where appropriate Termly checks to be made of all disabled access routes / facilities to ensure that they support equal access to the Academy both in hours and for the use of the sports area outside of Academy hours. 	<ul style="list-style-type: none"> Student / staff notes show that all needs have been addressed.
2	Students that are carers	To ensure that all groups make strong progress academically (where this has been disclosed or is known by the Academy) Students are supported by the Academy.	All students with protected characteristics	<ul style="list-style-type: none"> Young carers are identified with Interventions as needed Attendance and behaviour reviewed regularly Attendance leads in secondary phase meet regularly with the student and relevant services to ensure that all needs are met 	<ul style="list-style-type: none"> Attendance is in line with academy average Internal data shows excellent progress or support in place Meeting notes and pupil feedback show that the student feels supported Young carers attend meetings and support groups in Medway as appropriate
3	All Protected Characteristics and all groups mentioned on page 1.	To monitor and evaluate the Personal Development programme yearly to ensure that it supports the fostering of positive relationships amongst all.	All students	<ul style="list-style-type: none"> TOTF, PSHE lessons and assemblies cover all protected characteristics and includes sessions on discrimination, bullying and what can be done to address this PSHE curriculum and assemblies also cover rights and responsibilities and what students can do when they leave the Academy if they feel they are suffering from discrimination 	<ul style="list-style-type: none"> Staff evaluation of units Student evaluation of provision

				<p>PSHE curriculum addresses hate crime</p> <ul style="list-style-type: none"> • Pupil Employment Programme proactively encourages positive relationships to be built between students. 	
2	Pregnancy / Maternity	<p>To ensure that all staff / students who are pregnant have any additional needs met.</p> <p>To ensure that all visitors who are pregnant or on maternity leave have their needs met.</p>	Pregnant staff / students / visitors (also those on maternity leave)	<ul style="list-style-type: none"> • When either Principal is made aware of pregnancy to either meet with that member of staff or to delegate to SLT to meet with staff / student • To ask if there are any additional needs that the member of staff has due to pregnancy and where reasonable to meet these needs (e.g. toilet pass for students, minimise carrying of books around the Academy, lift pass) • Receptionist to ask any visitors who are pregnant or have babies if they have any special requirements / needs during their visit, e.g. somewhere to breastfeed / change baby • To ensure access to continuing professional development during parental leave • Principal to be open to discussions on flexible working or any other flexible arrangement 	<ul style="list-style-type: none"> • Notes of meeting to be put on staff / student file and then reevaluated if the staff/ student requests. Led by HR if staff and safeguarding if a student.
2,3	Sex or sexual orientation Gender reassignment	To ensure that students and staff feel fully supported in understanding their development into adulthood.	Students and staff	<ul style="list-style-type: none"> • Where students disclose to a member of staff that they are gay / lesbian / bisexual, have any other concern or query re sexuality or have desire for gender reassignment they are offered a referral to the safeguarding team. This process is led by the school nurse and is governed by a specific protocol. • Specialist provision will be available for those who request it so that they can be supported in accessing support. • Compulsory RSE for all pupils which addresses some of these themes 	<ul style="list-style-type: none"> • RSE Curriculum plans and evaluations • Records of students who have benefitted from advice, guidance and support

1,2,3	Governor monitoring and report	<p>A named governor will take the lead:</p> <ul style="list-style-type: none"> • Make sure that the Academy complies with the relevant equality legislation. • Monitoring progress towards the equality objectives 	Governors	<ul style="list-style-type: none"> • Named governor to meet with Principal to ensure plans are being implemented • Governor then reports back annually to governors, highlighting successes and areas for development going forward. 	<ul style="list-style-type: none"> • Governor report • Minutes of governing body meeting – annually
1,2	All protected characteristics, disadvantaged pupils and groups identified above.	<p>To ensure that any issues of bullying / discrimination of students by students are dealt with, with impact, so that it ceases</p> <p>To ensure that all students are happy and feel safe at the Academy</p>	Students	<ul style="list-style-type: none"> • As with all students, to ensure that any incidents are fully investigated by key staff and that this is recorded on Bromcom, and parents/carers are informed • Staff are trained in our systems for reporting and recording incidents of bullying • Staff are trained in how to respond to acts of discrimination which are best handled in the moment by an appropriate adult • Attendance and behaviour reviewed regularly to check whether patterns can be identified linked to unkind behaviour 	<ul style="list-style-type: none"> • Student and parent surveys analysed, and any concerns addressed to ensure that all issues are addressed.
1,2	All protected characteristics, disadvantaged pupils and groups mentioned on page 1.	<p>To ensure that all groups make strong progress academically.</p> <p>To ensure that there is equality in provision and outcomes for students that are from a disadvantaged background, have protected characteristics or are in one of the other groups mentioned.</p>	All students with protected characteristics and those identified on page 1.	<ul style="list-style-type: none"> • Data analysis following internal and external assessments. • Interventions as needed. • Attendance and behaviour reviewed regularly by all protected groups available • SENCO and Inclusion leads meet regularly with leaders with responsibility for teaching and learning to ensure that adaptive teaching strategies and intervention are timely and impactful. 	<ul style="list-style-type: none"> • Attendance is strong by all groups • Attainment and progress is strong for all groups • IDSR shows positive progress in all groups
1,2	Protected characteristics and any students with SEN that need support to access exam.	To ensure that any student that needs it has access arrangements in exams and controlled assessments.	Any students who are identified as needing access arrangements.	<ul style="list-style-type: none"> • Identification via departments and SEN department. • Access arrangements reviewed termly to make sure appropriate. • Information on access arrangements shared with all staff via Bromcom 	<ul style="list-style-type: none"> • Access arrangements are in place for those students that need it. • Access arrangements are available to view by staff. • Staff are aware of access arrangements and reflect these in classroom practice

1,2,3	Any group identified above	To ensure that any complaint against any member of staff / student is dealt with in line with the Academy disciplinary policy or complaints policy.	Staff who feel that they have been treated differently due to a certain characteristic / need	<ul style="list-style-type: none"> Principal investigates issue / hears complaints or delegates to a member of SLT to follow policy and procedures. Whistleblowing procedures are transparently shared and understood by all staff. 	<ul style="list-style-type: none"> Any issue raised is fully investigated and relevant policies followed.
1,2	Age	All resources used in teaching and learning will be age appropriate.	Students and staff	<ul style="list-style-type: none"> All staff to ensure that age appropriate materials are used within their teaching. HODs to ensure that the resources used within their curriculum area are age appropriate. 	<ul style="list-style-type: none"> Lesson observations show age appropriate material is being covered. Any complaints monitored by the Principals.
1	All protected characteristics, disadvantaged pupils and groups mentioned above	To ensure that all policies and procedures are reviewed at governors with due regard to the equality duty	Governors , Principal, staff	<ul style="list-style-type: none"> Governor for equality duty appointed Governors review all policies with due regard to equality duty 	<ul style="list-style-type: none"> Governor appointed Governors' minutes show appropriate consideration of equality duty
1,2,3	All protected characteristics, disadvantaged pupils and groups mentioned on above	To ensure that equality information is published in line with the equality duty	Principal	<ul style="list-style-type: none"> Data analysis of various aspects of school life reported to governors termly 	<ul style="list-style-type: none"> School website demonstrates compliance with equality duty Governors' minutes