



Leigh Academy  
**MINSTER**

**Equality Act and Objectives (2025-26)**

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## **Our Vision Statement:**

We believe that every learner is entitled to a high quality, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Our commitment to maximising the potential of every child; teaching them the skills they need to be successful and nurturing a desire to be a lifelong learner, will prepare them for whichever career path they choose to follow. At Leigh Academy Minster we inspire our learners to be responsible for their own learning, to be independent and have ambitions to develop themselves and enhance their community.

Our Academy community works collaboratively to achieve success and develop its own unique character. Our belief in 'human scale' education, delivered through a small school college model, means every one of our students is known and valued. Strong pastoral care is at the heart of our academy and we place great importance on building strong partnerships with parents and carers.

Our inclusive community has ambition, drive and responsibility. We embrace a high challenge, high support culture and seek positive collaboration with others. At Leigh Academy Minster our community allows ambition to take flight.

## **Our Mission:**

[‘Leigh Academy Minster - Where ambition takes flight’](#)

## **Our Values:**

### [Ambition - Striving for Excellence](#)

We encourage individuals to set high aspirations, push boundaries, and pursue their goals with determination. Ambition fuels innovation and fosters a culture of excellence, empowering individuals to reach new heights and make meaningful contributions.

### [Character - Integrity and Authenticity](#)

Character is the foundation of our identity, built on the principles of integrity, honesty, and authenticity. We believe in the importance of maintaining strong moral and ethical values in all interactions. Our commitment to character ensures a culture of trust, respect, and transparency, fostering meaningful connections and genuine relationships within our community.

### [Achievement - Continuous Learning and Innovation](#)

We celebrate achievement as a result of continuous learning and innovation. We value the pursuit of knowledge and the willingness to adapt and evolve. Through a commitment to excellence, we recognise and reward accomplishments that contribute to personal and collective growth. Achievement is not just a destination but a journey of exploration, curiosity, and improvement.

### [Responsibility - Accountability and Guardianship](#)

Responsibility is at the core of our values, emphasising accountability and guardianship. We believe in taking ownership of our actions, decisions, and their consequences. As responsible members of our community, we

are committed to environmental and social stewardship, making choices that positively impact our surroundings and the well-being of others.

## 1. Introduction

The school is located in an area of Sheppey that has above average deprivation and the socio-economic background of pupils is below average. As a non-selective school attainment on entry is lower than average. The school admits boys and girls into year 7 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 Sheppey. The proportion of SEN and Pupil Premium is above the national average.

## 2. Equality Objectives

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

Objective	How this will be achieved	Evidence
<b>3. Ensure all students feel safe, welcome and respected</b>	<ul style="list-style-type: none"> <li>• Provide learning environments that are welcoming, safe and respectful of learners from all communities</li> <li>• Rewards system that encourages hard-work and Raises self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays around the academy celebrating cultural diversity, international mindedness and encouraging self-esteem in all students</li> <li>• Bromcom MIS rewards tracking</li> </ul>
<b>4. Raise aspirations, particularly of the most disadvantaged students</b>	<ul style="list-style-type: none"> <li>• Trips, visits that increase cultural capital, Extra-curricular programme that enriches students' experiences</li> <li>• Partnerships with universities, employers and business mentors</li> <li>• Provide clear opportunities that meet the Gatsby Benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records show spread of engagement</li> <li>• Destinations data of disadvantaged</li> <li>• Academic performance data</li> <li>• Attendance at career and employee engagement fayre</li> </ul>
<b>5. Ensure all student wellbeing is accepted as part of a holistic approach to education, irrespective of ability, background or starting points.</b>	<ul style="list-style-type: none"> <li>• Through access to physical activities open to all abilities and backgrounds, both in school and extra-curricular</li> <li>• Through access to wellbeing support via the Inclusion team and Student Support Managers</li> <li>• Encouraging and understanding of good wellbeing through healthy promotions</li> <li>• Having a staff team trained to recognise poor wellbeing</li> <li>• Providing support to parents/carers to help tack wellbeing at home</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records show engagement with physical activities</li> <li>• Tracking of the number of students accessing wellbeing support</li> <li>• Evidence of healthy promotion materials in the academy</li> <li>• Records of staff training</li> <li>• Examples of support for well being shared with parents</li> </ul>

### 3. 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.
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Our IB curriculum and tutor themes reflect a diverse range of experiences we take opportunities to celebrate diversity e.g. cultural days and fortnightly themes</li> <li>• Compulsory Enrichment lessons for all pupils (Y7-13) which addresses key relationship themes</li> <li>• PSHE programme celebrates diversity</li> <li>• PSHE lessons and assemblies cover all protected characteristics and includes sessions on discrimination, bullying and what can be done to address this</li> <li>• 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.</li> </ul>
<b>Behaviour, suspensions and exclusions</b>	<ul style="list-style-type: none"> <li>• Staff training on bullying and recognising and tackling bullying and transphobic behaviour and language.</li> <li>• 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</li> <li>• Staff are trained in our systems for reporting and recording incidents of bullying</li> <li>• Staff are trained in how to respond to acts of discrimination which are best handled in the moment by an appropriate adult</li> <li>• Attendance and behaviour reviewed regularly to check whether patterns can be identified linked to unkind behaviour</li> </ul>
<b>Acts of worship</b>	<ul style="list-style-type: none"> <li>• A prayer space available when needed</li> <li>• Assembly programme celebrates diversity</li> </ul>
<b>Uniform</b>	<ul style="list-style-type: none"> <li>• Uniform alternatives available (i.e trousers not just for boys etc.)</li> <li>• Consult on P16 uniform policy to make sure it is inclusive</li> </ul>
<b>Examinations</b>	<ul style="list-style-type: none"> <li>• Identification of access arrangements via subject departments and SEN team.</li> <li>• Access arrangements reviewed termly to make sure appropriate. Information on access arrangements shared with all staff via Bromcom.</li> </ul>
<b>Admissions</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>School scheduling (e.g. parents evenings)</b>	<ul style="list-style-type: none"> <li>• Keep records of parents or pupils that need support during a parent event (i.e if ramps, an interpreter or sign language is needed).</li> <li>• 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 a baby.</li> </ul>

	Describe how you ensure the academy is working in accordance with the Equality Act.
<b>Staff Recruitment and Promotion</b>	<ul style="list-style-type: none"> <li>• At least one member of each interview panel is safer recruitment trained.</li> <li>• 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.</li> </ul>
<b>Staff access to training and information</b>	<ul style="list-style-type: none"> <li>• Access for all LAT employees via Thrive (online platform)</li> <li>• Regular SEN training (Autism, SEMH, Dyslexia, speech &amp; language)</li> <li>• Cultural awareness</li> <li>• Regular safeguarding training and weekly quizzes.</li> </ul>
<b>Site Access</b>	<ul style="list-style-type: none"> <li>• Modular 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.</li> </ul>