



## **Leigh Academy Minster 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	Protected characteristic	Aim	Target groups	Action	Required Impact
1,2,3	Race	To actively challenge racial stereotyping and discrimination and actively promote/celebrate racial diversity in our community  To educate children on issues relating to race and discrimination.	All pupils and staff	Our IB curriculum and assembly themes 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	Feedback on CPD  Reduction in racially related incidents on Bromcom and Bullying log  Staff questionnaire results  Focus groups, staff and students

Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
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	<p>Staff training on bullying and recognising and tackling bullying and transphobic behaviour and language. Take opportunities to celebrate diversity e.g. Pride Month</p> <p>Small reflection group work on social understanding.</p> <p>Focus groups (culture group), staff and students to identify issues and create training opportunities</p>	<p>Reduction in incident reports</p> <p>All incidents that are identified are addressed</p> <p>Students report feeling safe and valued by peers and staff.</p>
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.	<p>Priority in any catering tender process</p> <p>Feedback from pupils from protected groups for catering contractor included in pupil feedback and reports</p>	<p>SLT to monitor</p> <p>Any complaints dealt with by Principal</p>
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.	A prayer space available when needed.	Use of prayer room monitored by pastoral staff

Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
2	Gender	<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	<p>Ensure both genders have the opportunity to access the full curriculum(. A) and show curiosity where gender might be imbalanced</p> <p>Support students of all genders to continue to access a full PE curriculum until the end of Year 11</p> <p>One to one advice sessions with parents and students, encouraging where appropriate access to full curriculum</p> <p>Monitor progress of girls and boys outcomes and choice of courses</p> <p>Consult on Post 16 uniform policy to make sure it is inclusive</p> <p>Use assemblies and other opportunities to help children understand how to behave appropriately</p> <p>Engage expert partners to lead small group interventions with boys or girls that need further help to behave appropriately</p>	<p>Student questionnaires</p> <p>Options choices at Key Stage 4 and 5</p> <p>Key Stage 4 attendance in PE</p> <p>Focus groups</p>

Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
3	All protected characteristics and groups mentioned above	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	<p>All Key Stage 3 students will go on at least one trip per year. Drop down days facilitate this</p> <p>Our enrichment programme is compulsory for all which means we have 100% take up from all protected groups</p> <p>Monitor engagement with our after school clubs programme to ensure sufficient engagement with key groups</p>	Participation rates from 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	<p>All staff involved have completed safer recruitment training.</p> <p>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)</p> <p>Excellent pastoral support from day 1 including monitoring by the school nurse where appropriate</p> <p>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.</p> <p>Personalised Health Care Plan/ Personal Emergency Evacuation Plan in place dependent on need.</p>	Student / staff notes show that all needs have been addressed.

Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
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	<p>Young carers are identified with Interventions as needed</p> <p>Attendance and behaviour reviewed regularly</p> <p>Attendance leaders meet regularly with the student and relevant services to ensure that all needs are met</p>	<p>Attendance is in line with academy average</p> <p>Internal data shows excellent progress or support in place</p> <p>Meeting notes and pupil feedback show that the student feels supported</p> <p>Young carers attend meetings and support groups in Medway as appropriate</p>
3	All Protected characteristics and all groups	To monitor and evaluate the Personal Development programme yearly to ensure that it supports the fostering of positive relationships amongst all.	All students	<p>Enrichment and PSHE lessons and assemblies cover all protected characteristics and includes sessions on discrimination, bullying and what can be done to address this</p> <p>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</p> <p>PSHE curriculum addresses hate crime</p>	<p>Staff evaluation of units</p> <p>Student evaluation of provision</p>

Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
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)	<p>When the Principal is made aware of pregnancy to either meet with that member of staff or to delegate to SLT to meet with staff / student</p> <p>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)</p> <p>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</p> <p>To ensure access to continuing professional development during parental leave</p> <p>Principal to be open to discussions on flexible working or any other flexi</p>	<p>Notes of the 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.</p>

Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
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	<p>Where students disclose to a member of staff that they are gay / lesbian / bisexual or other sexual orientation, 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 DSL and is governed by a specific protocol.</p> <p>Specialist provision will be available for those who request it so that they can be supported in accessing support.</p> <p>Compulsory Enrichment lessons for all pupils which addresses some of these themes</p>	<p>Enrichment curriculum plans and evaluations</p> <p>Records of students who have benefitted from advice, guidance and support</p>
1,2,3	Governor monitoring and report	<p>A named governor will take the lead:</p> <p>Make sure that the Academy complies with the relevant equality legislation.</p> <p>Monitoring progress towards the equality objectives</p>	Governors	<p>Named governor to meet with Principal to ensure plans are being implemented</p> <p>The governor then reports back annually to governors, highlighting successes and areas for development going forward.</p>	<p>Governor report</p> <p>Minutes of governing body meeting – annually</p>



Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
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"> <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>	<ul style="list-style-type: none"> <li>• Student and parent surveys analysed, and any concerns addressed to ensure that all issues are addressed.</li> </ul>
1,2	All protected characteristics, disadvantaged pupils and groups	<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	<ul style="list-style-type: none"> <li>• Data analysis following internal and external assessments.</li> <li>• Interventions as needed.</li> <li>• Attendance and behaviour reviewed regularly by all protected groups available.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance is strong by all groups</li> <li>• Attainment and progress is strong for all groups</li> <li>• IDSR shows positive progress in all groups</li> </ul>

Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
1,2	Protected characteristics and any students with SEN that need support to access exams.	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"> <li>• Identification via departments and SEN department.</li> <li>• Access arrangements reviewed termly to make sure appropriate.</li> <li>• Information on access arrangements shared with all staff via Bromcom</li> </ul>	<ul style="list-style-type: none"> <li>• Access arrangements are in place for those students that need it.</li> <li>• Access arrangements are available to view by staff.</li> <li>• Staff are aware of access arrangements and reflect these in classroom practice</li> </ul>
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"> <li>• Principal investigates issue / hears complaint or delegates to a member of SLT to follow policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Any issue raised is fully investigated and relevant policies followed.</li> </ul>
1,2	Age	All resources used in teaching and learning will be age appropriate.	Students and staff	<ul style="list-style-type: none"> <li>• All staff to ensure that age appropriate materials are used within their teaching.</li> <li>• HOLs to ensure that the resources used within their curriculum area are age appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations show age appropriate material is being covered.</li> <li>• Any complaints monitored by the Principal.</li> </ul>
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"> <li>• Governor for equality duty appointed</li> <li>• Governors review all policies with due regard to equality duty</li> </ul>	<ul style="list-style-type: none"> <li>• Governor appointed</li> <li>• Governors' minutes show appropriate consideration of equality duty</li> </ul>

Aim	Protected characteristic	Aim	Target groups	Action	Required Impact
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"> <li>• Data analysis of various aspects of school life reported to governors termly.</li> </ul>	<ul style="list-style-type: none"> <li>• School website demonstrates compliance with equality duty</li> <li>• Governors' minutes</li> </ul>