



Equalities Policy



LEIGH
Academies Trust

Review Date: August 2026

Mission, Vision, Values and Ethos

Our Vision Statement:

Leigh Academy Halley is a place of opportunity where respect, resilience, integrity and collaboration matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are proud, articulate, confident, independent learners equipped to take our place in wider society. As lifelong learners we develop our international mindedness and intercultural understanding. This is so that we are in a position to pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

Our Mission:

“Together we inspire, learn and achieve”

Our Values and Ethos:

At Leigh Academy Halley, our values are the cornerstone of everything we do.

Respect

We expect everyone to take responsibility for their learning and be lifelong learners.

Achievement

We aspire to achieve our full potential in everything we do.

Collaboration

We enrich the experiences of all through our local, national and international partnerships. We do this by working together to achieve excellence.

Integrity

We embrace the opportunities we are presented with to show our strong moral principles, the IB learner profile and our respect and acceptance for others.

Resilience

We empower all to develop a ‘can do’ attitude and have confidence in their ability to progress in the face of challenges.

Policy Review Dates		
Date	Description	
June 2025	No changes	

Introduction

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.

More information relating to the Act can be found [here](#).

	How does the Academy work in accordance with the Equality Act?
Curriculum	All students follow the national curriculum and have access to the same curriculum and options in key stages 4 and 5. In key stage 5, there are published entry requirements to level 3 courses which are applicable to all. We have 6 key teaching and learning principles which are based on the strongest pedagogical evidence of how students learn best. One of these principles is adaptive teaching - ensuring that all students of all abilities have learning that is accessible, challenging and suitable for all. This is present, for example, through our LAH Hallmarks - the 10 features of effective instruction that feature in all of our lessons: a visual schedule, which breaks down to students what they will be learning at each stage of the lesson, progress pit stops, to check for understanding, and key vocabulary explicitly taught, to support with subject-specific literacy development. Adaptive teaching is not differentiation by outcome - rather it enables all students to achieve by providing different levels of scaffolding and support. We are proud to have a historic grade 2 listed building built in the 1950s. There are restrictions imposed on us by this status in terms of the changes to the internal and external building infrastructure. Where we have invested significant monies in new build premises, we have made sure this is accessible for all students. This includes wide open spaces, a lift in our sports centre, double doors, ramps, and shortened routes where needed. Individual Learning Plans have been created to support students with SEND to ensure they are able to access the curriculum. These are personalised and give specific guidance for student needs. These are accessible for all staff via a students' Bromcom Page. These are also shared with staff via SENCO. The Infinity Hub allows specialist resources for children with EHCP and ASD diagnosis, whilst also allowing access to the main school. Students within the centre attend approx 70% of lessons in main school, with additional support. Our designated EAL department allows specialist resources and support for children with English as an Additional Language, whilst also allowing access to the main school. Students who are learning English from a beginner level, receive bespoke withdrawal English lessons with specialist members of staff, and also attend mainstream lessons with Learning Support Assistants. All students across the Academy are reminded of the core values of Respect, Achievement, Collaboration, Integrity and Resilience. Regular assemblies and tutor time activities remind students of the expectations of their behaviour with regards to equality and fairness. Every module there are three assemblies delivered, one by the Principal, one by the Head of School, and one by the Director of Progress. Students are also reminded of our school values in lessons across the curriculum and through our learning environment. This links with the fundamental British Values that students are also taught. Students learn explicitly about British Values and Protected Characteristics through the PSHE program in both lessons and through our Values programme in tutor time. In our History curriculum, students learn about the experiences of minority groups around the world throughout History. In RS, students learn about a range of global faiths. In English, texts from authors, playwrights and poets from minority groups are explored throughout the curriculum. Whilst there are statutory requirements for PSHE/RSE coverage, considerations are taken to religious belief. Content is structured to show a range of opinions and take into account that some families may have differing views. Students are reminded of the legal implications of their viewpoints with regards to the Equality Act 2010. Parents are given the option to "opt out" of certain aspects of sexual education. However, where parents choose to opt out - they will be first invited into the Academy

	to meet with senior staff to discuss this. Through the IB MYP curriculum studied at KS3, students are taught to develop specific characteristics that promote equality. The characteristics of the IB Learner Profile (reflective, balanced, caring, open-minded and principled) are referenced not only through the academic curriculum, but also within the rewards program. Students are rewarded each module for demonstrating IB characteristics in their behaviour and learning. We have celebration assemblies at the end of Module 2, 4 and 6. Students are also rewarded each lesson with praise home emails to students who demonstrate these values, and the signing of reward cards. The number of reward cards achieved leads to certificates from their Small School leadership team, with the top prize being Breakfast with the Principal. As students progress into KS4 and 5, there is a continued focus on developing student character, alongside their academic achievements. Directors of Learning are asked to consider SMSC (spiritual, moral, social and cultural) development as part of their curriculum planning. This could be developed through schemes of learning, extra curricular opportunities, trips and additional workshops. All Y10-13 students continue with the Values programme in tutor time. All Y10 students continue with non-examined Religious Studies. All students in Years 7-9 study one Modern Foreign Language. Our French and Spanish curriculum uses the teaching of language and linguistics to explore the cultures of the Iberian and Francophile world. Approximately 2/3rds of all students in Key Stage 4 follow the EBAC route, so they continue with their French or Spanish studies until the end of Year 11.
Behaviour / Exclusions	The Academy's behaviour policy states: "The Academy Behaviour Management Policy takes full account of the duties under the 2010 Equality Act. The Academy makes reasonable, appropriate and flexible adjustments for pupils with a disability, including mental health difficulties. We closely monitor data on behaviour for evidence of over-representation of different groups and act promptly to address concerns. Pupils who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the Behaviour Management Policy. However, reasonable adjustments will be made for appropriate individuals. Advice from the Academy's Inclusion Team and from external agencies, when appropriate, will be taken and communicated to staff as necessary. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings. Staff must refer to the student's ILP for further information and strategies where required. Some pupils may need an amended approach in order to break down their individual barrier to learning and understanding. Further guidance should be sought from the Inclusion Team or SENDCo." Incidents of discrimination are dealt with firmly. They are logged on Bromcom which is checked daily by the Tier 1/2 Leaders (Principal/Deputy Principal/Vice Principal). Any incidents reported are investigated and sanctions applied. The safeguarding team meets weekly and discusses any key themes that arise. This is then used to inform tutor time planning. We are responsive and proactive in our curriculum planning. Our behaviour policy reflects British Values. We do not tolerate disability, racist, homophobic, religious, transgender or sexist abuse. These incidents are always taken seriously. When returning from suspension, the student and their family will have a meeting with

	a Senior Leader, and a behaviour contract is signed. Explicit in this contract is a reminder of the key values and expectations of a students' conduct and behaviour, which is intrinsically linked to British Values.
Acts of Worship	Key religious festivals shared across the Academy via assemblies/tutor time activities. Absence for religious festivals is authorised for students and staff. Acts of collective worship/reflection take place weekly with our "Thought for the Week" activity. Our food service is inclusive of a range of different faiths. We offer Halal meat, and a high quality vegetarian, often vegan, option every meal time.
Uniform	Academy uniform policy is written in gender neutral terms. Students can wear either version of the uniform and neither is designated as "male" or "female". This ensures no students are discriminated against due to sex or gender reassignment. Uniform policy allows students to wear hijab for religious reasons. Uniform allows students to cover arms and legs if needed. Adaptations can be made to uniform due to additional needs such as SEND on advice of medical professionals. Students are issued with a uniform pass where necessary. Students in the Infinity Hub with sensory needs have the choice to wear an adapted uniform, with the LAH branded polo shirt and fleece. The Academy uses its best endeavours to keep the cost of the uniform as low as possible. Our "Pre-Loved" Uniform Store is available for all families. The Uniform Grant is widely promoted and used for families. To claim an Academy Grant, they must be entitled to receive special benefits as follows: • Income Support • income-based Jobseeker's Allowance • income-related Employment and Support Allowance • support under Part VI of the Immigration and Asylum Act 1999 • the guaranteed element of Pension Credit • Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190) • Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit • Universal Credit - your household annual net income must be less than £7,400 a year (after tax and not including any benefits you get) • Claimants must also be in receipt of child benefit
Examinations	Access arrangements made for students who have SEND/medical needs where the thresholds are met as set by the JCQ guidance. Access arrangements shared with teaching staff to ensure that this is a student's normal way of working within the classroom setting - i.e. allowing for extra time in classroom assessments. Examinations take place in an accessible space. All students are entered for a full suite of examinations. Access arrangements are also in place for mid-year and end-of-year assessments for

	Key Stage 3.
Admissions	Admissions policy outlines criteria used during the admissions process. None of the admissions criteria is related to protected characteristics. During the fair banding test, students with additional learning needs receive additional time and support from Learning Support Assistants.
School scheduling (i.e. parents evenings, trips, etc.)	We only host events for parents/carers in areas of the Academy that are fully accessible for those with disabilities. Support is given to parents with signing up for events (e.g. support for parents who struggle with literacy when signing up for parents' evenings). Parental communication is translated using AI and technology services by Small School administrative teams. Extracurricular opportunities are open to all students, including our morning and afterschool enrichment programme, trips, Cultural Capital Days and Cultural Capital Weeks. Parents/carers of students in the Infinity Hub are able to accompany their children on the Cultural Capital Day experiences, and receive bespoke briefings by staff prior to this. A large number of our staff speak an additional language, as these staff are able to join parental meetings where translation services are required. For languages not spoken in the staffing body, we use the Greenwich School Translation Service, to book translators for parental meetings, where required and requested.
Staff recruitment / promotion	For the shortlisting process none of the protected characteristics are identified on the application therefore the applications are judged on merit and against the job specification. Our interviewers/shortlisters are safer recruitment trained. We provide additional time on tasks to those with additional learning needs. For recruitment tasks involving laptop devices, we provide double screens, font increase and voice dictation software, if required and requested.
Staff access to training / information	Read and Write available for all staff on chromebooks to support students with learning needs. Information shared with staff via different forms - such as in person, via email and via virtual staffroom. Computer readers, double screens, and voice dictation software provided to staff with visual impairments and/or learning needs.

Additional Documents

The Equalities Act is embedded deeply into our practice and systems across the Academy. This can be seen in other Academy policies, which can be found below:

[Equalities Objectives 2025-27](#)

[Access Statement 2025-27](#)

[Accessibility Plan 2025-27](#)

[Admissions Arrangements 2026-27](#)

[Anti-Bullying Policy 2025-26](#)

[Attendance Policy 2025-26](#)

[Behaviour Management Policy 2025-26](#)

[Child Protection Policy 2025-26](#)

[Language Policy 2025-26](#)

[Relationship and Sex Education Policy 2025-26](#)

[SEND Policy 2025-26](#)