



The Equality Act - Information for Governors and Academies

Equality Act 2010

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](#).

Academy Name: The Leigh UTC

1. The table below exemplifies how The Leigh UTC ensures it is adhering to the requirements laid out by the Equality Act 2010.

	How we ensure the UTC is working in accordance with the Equality Act.
Curriculum	<ul style="list-style-type: none"> • We integrate diversity into learning episodes across the curriculum. Students develop an awareness of their own cultural perspectives and worldviews as well as those of others. • Our curriculum, learning activities, and events provide opportunities for students to explore the differences in values and behaviours between cultures both past and present. • Students can reflect on historical conflicts and current global/national affairs to gain an insight into experiences outside of their cultural and societal norms. • Our goal is for students to progress not only with career skills but with ethical and intercultural capabilities that allow them to interact meaningfully with people and organisations across the globe and in their local communities. • We promote understanding of Fundamental British Values particularly mutual respect and tolerance of those with different faiths and beliefs. • Students are exposed to an array of texts from different social, ethnic and gendered backgrounds. • Students explore and investigate their own and the backgrounds of others through autobiographical writing. We expose students to a diverse range of writers while examining dystopian novels, historical rhetoric and concepts that explore divisive issues around social class and demographic. • We are constantly seeking to close gaps for pupils within key groups or those with protected characteristics, namely SEND and Pupil Premium. • We constantly address the disparity in student outcomes through quality teaching and intervention, as well as teacher training and CPD. • Ensuring access and promoting success for all learners is an essential aspect of how we continue to address learning gaps for students within these key groups. • As a STEM biased school we utilise technology to enhance the learning for all our students. From year 7 students are equipped and trained on how to effectively use technology to enhance and enrich their learning experience of the curriculum in the classroom. • The use of the 'Read&Write' toolbar enables students of all levels to better access and navigate concepts of learning and engage with this knowledge in a way that is easily accessible and meaningful to them. • Mixed and separate gender PE lessons are taught through key stages 3 and 4. A range of extra curricular opportunities are available for all the students at the academy. • Through our Personal Development and PSHE programme, students are taught about: <ul style="list-style-type: none"> ○ the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation ○ the legal rights, responsibilities and protections provided by the Equality Act 2010 ○ the unacceptability and illegality of discrimination in the workplace, and how to challenge it.
Behaviour / Exclusions	<ul style="list-style-type: none"> • All students are sanctioned using the behaviour escalation guide which ensures a consistency of sanction. • All behaviour related policies provide clear guidelines to ensure all students are treated equally.

	<ul style="list-style-type: none"> • Sanctions are monitored for groups ensuring these are fair and proportionate. • More serious sanctions are discussed and agreed by at least two members of the team. • All data is reviewed at the end of every module to highlight any concerns and within this, groups are looked at to see themes and challenges. • Reasonable adjustments are made taking students' needs into account for sanctions. • Reintegration meetings are conducted in which challenges are discussed and reviewed using the graduated approach. • Parents/Carers and students attend the reintegration meeting giving them the opportunity to raise any concerns and discuss strategies and approaches that may further support the student. • A member of the SEND team attends reintegration meetings to ensure the graduated approach is implemented for those with SEND or potentially having additional needs or requiring specialist support. • Key Stage SENCOs meet weekly with SSMs to discuss students and ensure reasonable adjustments are being made and awareness is high.
Acts of worship	<ul style="list-style-type: none"> • The academy recognises the right of each member of its community to exercise their right to freedom of expression and practice of their faith, in accordance with the values of the Academy. • We provide a designated prayer space upon request. • We explore the richness of faith not only through the written curriculum but through individuals and their observances of holy periods and months. • Our absence policy for staff and students recognises those who may be observing religious festivals and events.
Uniform	<ul style="list-style-type: none"> • Uniform policy ensures equality as all students in KS3 wear uniform that is appropriate. • The uniform policy is business attire for KS4 and KS5 which allows students to wear clothing which allows them to display their own identity while ensuring this is appropriate for the workplace. • Students are able to dress in a uniform that is able to meet any religious dress requirements. • Students have a gender specific policy however these allow for gender neutral clothing. • Students who have financial difficulties are supported in ensuring they have the correct uniform.
Examinations	<ul style="list-style-type: none"> • All students have the opportunity to be assessed for Examination Access Arrangements - enabling equal access to all examinations (formal and informal). • Assessments follow the planned curriculum, i.e. assessments cover content which is explicitly taught in lessons and do not require intervention from external agencies. • As an MYP school, we provide students with the assessment criteria prior to teaching a unit so that all students can be fully prepared throughout the subsequent teaching. • Post examination, analysis of cohorts is broken down into sub-categories, ensuring no students are 'left behind'. • Revision guides are purchased for students from disadvantaged backgrounds.
Admissions	<ul style="list-style-type: none"> • The Admission Policy is followed to positively discriminate against Looked After Children (LAC) and students with an EHCP as per government guidelines. • Siblings are given a priority place as per our admission policy. • Although other information is gathered this is not used to decide upon students admission but used to ensure no bias.

	<ul style="list-style-type: none"> • There is an additional entry point at year 10. • The Academy does not have a religious character.
School scheduling (i.e. parents evenings, trips, etc.)	<ul style="list-style-type: none"> • Meetings with guardians and the public are placed on the ground floor to ensure access for all. At times where this is not possible for larger functions, all guests have access to the lifts. • Event dates are published on the Academy website in advance with reminders via email to ensure all guests can attend. Follow up phone calls are made when parents aren't able to attend. Alternative meetings are arranged. • Academy trips, such as the Learning Beyond the Curriculum (LBC) days are carefully planned to ensure all students can attend with specialist staff placed with students who have particular needs/ There is a first aid member of staff and an SEN lead member of staff on every trip.
Staff recruitment / promotion	<ul style="list-style-type: none"> • The panel for all staff interviews include a safer recruitment trained member of staff. • Protected characteristics are not included in shared application details. • Health-related questions are not asked before job offers.
Staff access to training / information	<ul style="list-style-type: none"> • Regular student updates given in briefing using bespoke slides. • Classports highlight students requiring additional support and what the support needs to be. • SEND is a regular training topic on the CPD agenda. • Bespoke twilight session focused on individual students who need support. • Student classports are on Bromcom and are also emailed to the teachers of the student in question. • Safer recruitment training. • Staff have access to training in-house and externally. • Staff have access to risk assessments where necessary to determine which adjustments need to be implemented so that training is accessible and fair. • SEND training for staff has acknowledged that not all students with SEND will have a diagnosis and therefore Quality First teaching measures in place will prevent issues from occurring in respect of individual needs. • All senior staff have engaged in unconscious bias training.

2. *Attached is a copy of the current Equalities Objectives for the Academy, including dates for its review during the academic year*

[Equality Objectives 2024/25](#)