

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: Leigh Academy Oaks

1. Complete the table below exemplifying how your academy ensures it is adhering to the requirements laid out by the Equality Act 2010.

	Describe how you ensure the academy is working in accordance with the Equality Act.
Curriculum	<p>Leigh Academy Oaks has a carefully constructed curriculum which is both ambitious and accessible for all regardless of educational, physical, sensory, social, spiritual, emotional and cultural needs.</p> <p>Informed by the Equality Act 2010, our culture of inclusion champions diversity and ensures that accessibility is at the core of everything we do. A concerted effort is made to ensure that all stakeholders are involved in our journey with pupil, staff and parent voice underpinning our curriculum, environment and processes.</p> <p>We continue to work closely with parents when planning and delivering both the PSHE and RSE curriculum (consultation groups are held yearly to agree upon curriculum sequencing and to voice their opinions). All parents are informed that they have the right to request that their child be withdrawn from some or all over sex education delivered as part of statutory RSE.</p> <p>Pupils are explicitly taught about the Protected Characteristics and the equality act through a systematic Programme of Inquiry.</p> <p>The British values are interwoven through daily life at Oaks ensuring that Democracy, Rule of Law, Individual Liberty, Mutual respect and tolerance of different faiths and beliefs run through every facet of Leigh Academy Oaks.</p> <p>Strategically planned SMSC opportunities underpin our provision, from our lines of inquiry, discrete subject teaching, transdisciplinary learning and co-curricular opportunities such as clubs, assemblies, trips and experiences.</p> <p>Our curriculum is built upon the core values of communities, charities and careers with a view to building internationally minded life-long learners who want to make a difference in society.</p>
Behaviour / Exclusions	<p>Our conferencing approach to not only Assessment for Learning, but also for self management, conflicts and social settings breeds mutual respect and not just tolerance but a celebration of our differences.</p> <p>Being a communicator is one of our core Academy values and children are able to use conferencing as a strategy to work collaboratively and support their peers in all elements of life at Oaks.</p> <p>In a Challenge Partners Review last academic year, we were awarded the grading of leading and an Area of Excellence in ‘Developing pupils character through the Curriculum so that disadvantaged pupils are inspired to learn and make a difference within their own community and beyond.’</p> <p>The decision to suspend or exclude a pupil is always made by the Principal who ensures that this decision is lawful, rational, fair and proportionate. Individual cases are investigated comprehensively and all alternatives are exhausted before this decision is made. There is no fettering of discretion and reasonable adjustments are made for individual pupils where appropriate. Our Academies Director is always notified and advice is taken when considering a Suspension or Exclusion.</p>
Acts of worship	We work diligently to gain a comprehensive understanding of the religious

	<p>backgrounds of our students and have establish strong connections between our academy and nearby faith communities (St Martins' Church, Grace Church and the local Mosque). These efforts aim to cultivate a supportive environment for teaching religious subjects which are continuously enriched by high quality CPD. When designing our curriculum, we consider the religious affiliations of all students to ensure appropriate content delivery whilst celebrating different religions with immersive learning experiences and the chances to learn from the pupils themselves. Additionally, we strive to enhance our celebrations of various religious festivals in accordance with the local school community and those on our link schools across the globe too.</p>
<p>Uniform</p>	<p>When considering our academy uniform we:</p> <ul style="list-style-type: none"> ● engage with parents and pupils when designing the uniform or when making any significant changes; ● consider how the introduction of the proposed uniform might affect groups represented in the school, especially those who share protected characteristics as defined by the Equality Act 2010; ● consider how comfortable the proposed uniform will be for pupils; ● take a sensible approach to allow for exceptions to be made during extreme weather, for example, allowing pupils to wear shorts in very hot weather or allowing trousers to be worn instead of skirts in very cold weather; ● ensure that the uniform is suitable and safe for pupils who walk or cycle to school; ● choose a PE kit which is practical, comfortable, appropriate to the activity involved and affordable ● keep branded items to a minimum and restrict their use to low cost and/or long lasting items such as blazers and ties; ● consider the total cost of the school uniform taking into account all items of uniform or clothing parents will need to provide while their child is at the school, including items in their PE kit; ● Academy dress codes will stipulate clearly which items are required and which are optional; ● ensure that arrangements are in place to make second-hand uniforms available to parents; ● ensure the policy is published on academy websites so it is easy for parents (including parents of prospective pupils) to access and understand; <p>To avoid discriminating against those who share particular protected characteristics, we aim to be as inclusive as possible. We will make reasonable adjustments, as appropriate, for pupils with a disability. The uniform designation for girls and boys are not significantly more expensive than one another.</p> <p>Some religions and beliefs require their adherents to conform to a particular dress code or to otherwise outwardly manifest their belief. This could include wearing or carrying specific religious artefacts, not cutting their hair, dressing modestly, or covering their head. Pupils have the right to manifest a religion or belief, but not necessarily at all times, places or in a particular manner. There may be good reasons for restricting an individual's freedoms, for</p>

	<p>example, the promotion of cohesion and good order in the school, or genuine health and safety or security considerations, the restriction of an individual's rights to manifest their religion or belief may be justified. We will be sensitive to the needs of different cultures, races and religions and act reasonably in accommodating these needs, without compromising important academy policies, such as safety or discipline.</p> <p>Where appropriate we heavily subsidise the uniform costs to support families who are having financial difficulties. The only branded item of clothing which is compulsory is our sweatshirt or cardigan. We purchase book bags for all Reception pupils to promote this inclusivity and reduce the financial burden on families.</p>
Examinations	Examination Access Arrangements are put in place meticulously, with support from the SENCO, to ensure that pupils have the best chance of success.
Admissions	<p>If the Academy is oversubscribed, after the admission of pupils with an Education, Health and Care Plan where the Academy is named in the Statement or Plan, priority for admission will be given to those children who meet the criteria set out below, in priority order:</p> <ol style="list-style-type: none"> 1. Children in Care and previously Looked After Children 2. Sibling(s) 3. Child of a teaching staff member 4. Health and Special Access Reasons 5. Nearness of children's homes to the Academy
School scheduling (i.e. parents evenings, trips, etc.)	We aim to accommodate a range of different working patterns and commitments when scheduling parents' consultations. Two of these events a year take place from 1pm to 5pm. Where a parent cannot attend, our teachers make contact using other means such as a phone call. Trips and Experiences are heavily subsidised to allow all pupils to take part. We use our school council and pupil voice surveys to gather information about pupils' interests and talents, taking care to ensure that these are celebrated and that we grow talents and passions.
Staff recruitment / promotion	Leigh Academy Oaks recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole Academy community and others connected with it. The Academy is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.
Staff access to training / information	Staff are able to access training in a variety of ways, including through Thrive. This means that colleagues can often undertake training in their own time, to suit their own requirements and commitments. We listen to staff voice and surveys when determining training needs and access to information.

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

To eliminate discrimination, increase opportunities for all and foster a culture of respect and tolerance the Academy has agreed the following equality objectives:

Objective	Evaluation Area	Suggested Focus for "Strong Standard"	Dec	Mar	Jul
To ensure the curriculum is fully inclusive by providing daily opportunities for all pupils, including those with SEND, to develop cultural capital and take action to promote equality, as evidenced by pupil voice surveys and curriculum mapping	Inclusion	"Well analysed, quantitative and qualitative data [such as pupil voice] underpins leaders' decisions."			
To foster a respectful culture where all forms of discrimination, including racist and sexist bullying, are challenged and eliminated, monitored through the analysis of prejudice-based bullying logs and pupil safety surveys.	Attendance & Behaviour	"Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils [and] those with SEND... [and] rigorously monitor the progress of these pupils".			
To embed high-quality personal development opportunities that ensure all pupils, particularly those with Special Educational Needs and/or Disabilities (SEND) and those facing socioeconomic barriers, feel they belong within the school community and	Personal Development & Wellbeing	"Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND... so that they feel they belong within the school community"			

respect different protected characteristics.					
To rigorously monitor the progress of disadvantaged pupils and those with SEND, ensuring that high expectations result in a transformational impact on their outcomes and experiences, systematically addressing any barriers to their success.	Inclusion	"Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed".			
To narrow the achievement gap in reading, writing, and mathematics between disadvantaged pupils and their peers and monitoring through pupil progress meetings	Achievement	"Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing."			