

## Leigh Academy Hugh Christie Equality Objectives Policy

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# Equality Objectives Policy

## Introductory Statement

Leigh Academy Hugh Christie celebrates and values the diversity of its students and staff and is committed to equality of opportunity for all. The Academy is dedicated to eliminating discrimination or other unfair treatment against any of its staff, potential staff, or users of its services—regardless of age, ethnicity, gender, marital status, family circumstances, responsibility for dependants, physical ability, race, religious beliefs, sexual orientation, or a non-risky offending background. Every effort is made to prevent unfair discrimination against individuals with criminal records, subject to safeguarding considerations.

At Leigh Academy Hugh Christie, our Equality Objectives Policy is underpinned by the central policies of the Leigh Academies Trust relating to equal opportunities. These policies can be accessed through the following links:

[LAT Central Policy - Student Equal Opportunities](#)

[LAT Central Policy - Equal Opportunities Policy - Staff](#)

## Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any students, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

## Roles and Responsibilities

### Governors

It is the responsibility of the Academy Board to:

- Ensure that staff act as role models of inclusive behaviour and practice
- Ensure that the Academy complies with its equality obligations
- Ensure that the Academy's policies & procedures are monitored in light of this policy and the Academy's wider equality obligations
- Be involved, together with the Principal, in dealing with serious breaches of this policy.

### Principal

It is the Principal's responsibility to:

- Ensure effective implementation of this policy and its and procedures
- Ensure that all staff are sufficiently aware and trained within equality & diversity
- Actively challenge and take appropriate action in any cases of discriminatory practice within the Academy, be it by staff, students, parents or visitors
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment
- Ensure that all visitors and contractors are aware of, and comply with this policy.

## All Staff

It is the responsibility of all staff to:

- Positively role model inclusive behaviour
- Actively challenge any forms of discrimination, victimization, harassment or bullying
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the Academy's culture
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

## Aims and Objectives

It is the Academy's aim to create a working environment for students and staff free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued.

The aims of this policy and the Academy's ethos as a whole are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the Academy community
- Comply with the Academy's equality obligations contained in the Equality Act 2010
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Every Child Matters and Keeping children safe in education
- Provide a learning environment where all individuals feel valued and feel they have a sense of belonging
- Prepare students for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide and promote positive information about the diversity of UK society
- Actively challenge discrimination and ensure that all members of the Academy community learn from these experiences
- Embed inclusion through all our activities

To achieve these aims we will:

- Involve, where reasonably practicable, all members of the Academy community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share Academy policies to the whole Academy community
- Collect and analyse data to monitor any potential disadvantage amongst the student body
- Help to overcome any potential barriers to learning by providing for students' diverse needs and learning styles including any learning support needs and/or disabilities a student may have
- Ensure the wider Academy curriculum promotes and celebrates equality and diversity
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour

- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

## **Admissions**

The Academy considers all applications for admission fairly and equitably, in line with this policy and the Academy's Admissions Policy. We welcome applications from all students, regardless of any protected characteristic, and are committed to promoting an inclusive learning environment.

Parents and carers are required to inform the Academy of any special circumstances—such as learning support needs—that may affect their child's ability to fully engage with the education offered. While the Academy is committed to making reasonable adjustments to support individual needs, it may not be possible to offer a place if, after careful consideration, it is determined that the Academy cannot adequately meet the child's needs within the available resources and provision.

## **Commitment**

The Academy is committed to providing all students with equal access to educational provision, including all benefits, services, and facilities, regardless of any protected characteristic. This commitment is upheld in accordance with the Equality Act 2010 and with due regard to considerations of safety and welfare.

The Academy does not tolerate discrimination in any form and will not exclude or subject a student to any detriment on the basis of a protected characteristic. We are dedicated to fostering an inclusive, multicultural, and anti-racist environment. Through our curriculum, assemblies, SMSC and PSHE programmes, and engagement with external speakers, we actively promote understanding, respect, and appreciation of different faiths, races, and cultures.

The Academy recognises that discrimination can take various forms, including direct, indirect, or arising from disability—intentional or otherwise. Harassment and bullying of any kind are wholly unacceptable and will be addressed promptly and appropriately in line with the Academy's Behaviour Policy and Anti-Bullying Policy.

## **Monitoring and Review**

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination. This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the Academy's equality obligations.

## Equality Objectives

Objective	How this will be achieved	Evidence
<p>1. Actively promote respect for diversity in all its forms</p>	<ul style="list-style-type: none"> <li>● Pastoral structure encourages intense support and care with students</li> <li>● Well-being manager 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. 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</li> <li>● Well-being log</li> </ul>
<p>2. Ensure all students, irrespective of background and starting points, make good progress over time</p>	<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>● Instill 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>
<p>3. Ensure all students feel safe, welcome and respected</p>	<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> <li>● Displays around the academy celebrating cultural diversity, international mindedness and encouraging self-esteem in all students</li> <li>● Student leadership to trust their views and opinions will be heard</li> <li>● Students surveys used to identify any further areas for development</li> </ul>	<ul style="list-style-type: none"> <li>● Positive school culture, recognised through external visits, through school self review processes and through low levels of negative incidents that relate to protected Characteristics.</li> <li>● Displays around the academy celebrating cultural diversity, international mindedness and encouraging</li> </ul>

	<ul style="list-style-type: none"> <li>● Pastoral structure encourages intense support and care with students</li> <li>● Student Support manager accessible to all students at the academy as per the small school model</li> <li>● International Baccalaureate World School status</li> <li>● SMSC delivered in advisory time, through the PSHRE programme and assembly programmes</li> <li>● Ensure that all staff receive the training needed to respond effectively to prejudice-related bullying and deliver sensitive topics</li> <li>● Encourage avoidance of stereotyping</li> </ul>	<p>self-esteem in all students</p> <ul style="list-style-type: none"> <li>● Bromcom MIS rewards tracking</li> <li>● Student and parent survey outcomes</li> <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 Pastoral themes.</li> </ul>
4. Raise aspirations, particularly of the most disadvantaged students	<ul style="list-style-type: none"> <li>● Trips, visits that increase cultural capital</li> <li>● 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 Benchmark</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>
5. Ensure all student wellbeing is accepted as part of a holistic approach to education, irrespective of ability, background and starting points.	<ul style="list-style-type: none"> <li>● Through access to physical activities open to all abilities and backgrounds, both in school and extracurricular</li> <li>● Through access to wellbeing support via the Wellbeing Manager 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>