



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
- 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 Mascalls Academy

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	Our curriculum is designed to be as inclusive as possible: ● Broad representation: Ensure diverse perspectives and voices are represented in course materials, historical figures, and literary works. ● Accessibility: Provide resources and accommodations for students with disabilities, such as dyslexia or hearing impairments. ● Challenge stereotypes: Address and challenge harmful stereotypes and biases wherever possible within the curriculum. ● Equitable assessment: Wherever possible we use assessment methods that cater to different learning styles and avoid unfairly disadvantaging any student group.



	Our teaching and learning incorporate the following: ● Differentiated instruction: Employing various teaching methods to cater to diverse learners. ● Culturally responsive pedagogy: Adapting teaching practices to consider different cultural backgrounds and perspectives. ● Positive classroom environment: Fostering a respectful and inclusive learning environment free from discrimination and bullying. We assess our success in adhering to the equalities act through: ● Student feedback: Regularly collecting feedback from students on their experiences with inclusion and diversity in the curriculum. ● Performance data: Analysing student performance across different groups to identify potential inequalities. ● Staff feedback: Seeking feedback from teachers on their ability to deliver inclusive lessons and address challenges. ● External reviews: Inviting external evaluations to assess your school's progress in promoting equality.
Behaviour / Exclusions	The equalities act has been considered in the writing of our behaviour policy as follows: ● Clarity and consistency: Ensure rules are clear, easily understood, and consistently applied to all students regardless of their protected characteristics. ● Proportionality: Disciplinary measures should be proportionate to the offence and avoid unfairly impacting specific groups. ● Reasonable adjustments: Outline provisions for making reasonable adjustments for students with disabilities. ● Cultural sensitivity: Be mindful of cultural differences and avoid rules that unintentionally disadvantage certain groups. ● Regular review: Conduct regular reviews involving diverse stakeholders (students, staff, parents/guardians) to identify and address potential biases or discriminatory elements.
Acts of worship	Children are taught about the major world religions through ethics and philosophy lessons in KS3 and RE lessons in KS4 and through the character development programme at KS5 We have a multi faith prayer room in F block for students and



	staff to use should they wish to.
Uniform	● Gender neutrality: Offer gender-neutral uniform options or allow flexibility in how uniform items are worn (e.g., trousers or skirts for all) ● Religious and cultural beliefs: Allow appropriate adaptations for religious headwear, cultural garments, or specific hairstyles without compromising core uniform principles. ● Disability considerations: Ensure the uniform is accessible and practical for students with disabilities, offering reasonable adjustments like looser fits, alternative fabrics, or adapted footwear. ● Cost considerations: Provide guidance on affordable options and consider financial support schemes for families facing hardship. ● Regular review: Conduct regular reviews involving diverse stakeholders (students, staff, parents/guardians) to identify and address any potential inequalities or discriminatory aspects.
Examinations	● Access arrangements: Clearly outline the process for requesting and implementing reasonable adjustments for students with disabilities, ensuring they can access and participate in examinations fairly. This could include smaller setting, extra time, specialist equipment, scribes, readers, alternative formats, or modified assessment methods. ● Language support: Offer appropriate support for students whose first language is not English, through scribes, use of dictionaries Implementation and Transparency: ● Clear communication: Make the policy easily accessible to all students in various formats (written, translated, audio) and explain its key features clearly. ● Staff training: Ensure staff involved in examinations (teachers, administrators, invigilators) understand the Equality Act and its implications for fair assessment practices. ● Consistent implementation: Implement access arrangements consistently and fairly, avoiding subjective judgments or discriminatory practices. ● Complaints procedure: Establish a clear and accessible process for students to report concerns about unfair treatment or lack of accommodations.



	Data Monitoring and Continuous Improvement: ● Data analysis: Collect and analyse data on exam results and participation across different groups, identifying any potential disparities or disadvantages based on protected characteristics. ● Student feedback: Regularly seek feedback from students on their experiences with examinations and accessibility measures. ● External review: Consider inviting external evaluations to assess your school's progress in ensuring equitable examinations. ● Action plan: Develop an action plan based on data and feedback to address identified issues and continuously improve the inclusivity and fairness of your examinations policy.
Admissions	Policy Design and Fairness: ● Clear and objective criteria: Establish clear and objective criteria for admissions, avoiding subjective assessments or bias towards specific groups. ● Diversity considerations: Implement strategies to promote a diverse student body that reflects the wider community. This could involve outreach programs to underrepresented groups or weighted selection processes to address historical imbalances. ● Reasonable adjustments: Outline the process for applying and implementing reasonable adjustments for applicants with disabilities to ensure a fair application process. ● Monitoring and review: Regularly monitor the impact of your admissions policy on different groups, identifying and addressing any potential disparities or discriminatory practices. ● Transparency and communication: Make the policy easily accessible and clearly explain its criteria and selection process to all potential applicants. 3. Application Process and Support: ● Multiple application methods: Offer various application methods to cater to diverse needs and preferences (e.g., online, paper, translated versions). ● Clear communication: Provide clear guidance and support throughout the application process, including



	information on the criteria, timelines, and appeals procedure. ● Disability support: Offer appropriate support for applicants with disabilities, such as assistive technology, alternative formats, or scribes. ● Staff training: Train staff involved in admissions on the Equality Act and unconscious bias to ensure fair and objective decision-making. 4. Appeals and Continuous Improvement: ● Clear information: Provide clear information on the appeals process, deadlines, and grounds for appeal. ● Independent review: Ensure appeals are reviewed independently and fairly, addressing any potential bias or discrimination. ● Regular evaluation: Regularly evaluate the effectiveness of your admissions policy and appeals process, incorporating feedback from stakeholders and addressing any identified issues.
School scheduling (i.e. parents' evenings, trips, etc.)	● Consider the date - Consideration is always given to the date the event will be scheduled (avoiding any clash with school holidays, religious festivals or where staff work part time). ● Scoping the event - When inviting speakers, we consider how we establish a balanced representation of the topic being presented/discussed (for example, gender, ethnicity and other protected characteristics) ● Accessibility to the venue/event has been checked (parking, ramps, lifts, toilets etc.) ● Availability of technology - ICT support ● Fire and Emergency evacuation procedures have been considered to ensure the safety of all participants. ● Publicising and Marketing the event - Range of communication strategies (letter, social media, audio etc.) ● Booking process - timeframe, payment schedules, financial support, dietary requirements, medical needs
Staff recruitment / promotion	● All staff involved in recruitment have received training on unconscious bias and safer recruitment training ● All applications are reviewed against the person specification for the role.
Staff access to training	● A daily staff bulletin is sent each morning and all staff



/ information

can contribute to this

- All staff have access to regular training online and face to face. Weekly staff pedagogy sessions in the department and also cross academy and across the LAT. When planning CPD, the needs of all staff are taken into account.
- Deadlines and key dates are shared at the start of the academic year through the staff calendar to maximise attendance.
- Online resources such as the National College and LAT Thrive are used to supplement training and CPD.

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

Equality Objectives 2025-26

The objectives will be monitored, reviewed and updated annually by the Principal and shared with the local governing board.

- *To continue to provide a school environment that welcomes, protects and respects diverse people.*
- *To continue to close the gaps in attainment and achievement between students and all groups of students; especially disadvantaged students, students with Special Educational Needs and Disabilities.*
- *To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities for all students.*
- *To eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school.*