

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 Molehill

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	Leigh Academy Molehill is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. We work closely with parents when planning and delivering the PSHE and RSE curriculum. We ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. We provide a range of opportunities to support parents to understand the purpose and content of Relationships Education and RSE. Pupils are explicitly taught about Protected Characteristics and the Equality Act as part of their curriculum. Pupils are fully immersed in the ideals and values of Britain, ensuring that democracy, Rule of Law, individual liberty, mutual respect and tolerance of different faiths and beliefs run through the very fabric of our community. This is reflected through our behaviour systems, the IB Learner Profile and our curriculum. We support every pupil to develop and share their opinions, in a recent survey pupils themselves recognise this as a key strength of the Academy. They feel valued and know that their voices are heard. The PSHRE curriculum provides pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Careful decisions are made regarding any pupils who are disapplied from assessments, these are made in conjunction with parents, teachers, leaders and our SENCo, to ensure that these decisions are always made in the best interests of children. The curriculum is not narrowed and wherever possible, pupils are provided with the opportunity, with appropriate access arrangements, to undertake assessments.
Behaviour / Exclusions	Mutual respect and tolerance is core to our Academy values. We take pride in and celebrate our diverse community. In our recent pupil survey, 96.5% of pupils stated that teachers support them to respect people from other backgrounds and treat each other equally. 95% of pupils and 97% of parents stated that bullying either doesn't happen, or if it does, we are good at resolving it. 100% of parents stated that their child is happy at the Academy. 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.
Acts of worship	We have developed a good understanding of pupils' faith backgrounds and

	we have fostered positive relationships between our academy and local faith communities to help to create a constructive context for the teaching of these subjects. The religious background of all pupils is taken into account when planning teaching, so that curriculum content is appropriately handled. We seek to develop our celebrations of different religious festivals in line with the local and school context and demographic.
Uniform	When considering our academy uniform we: • 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; 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. 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 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. 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.
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	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: 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 8am to 4pm and the other opportunity is scheduled in the evening. 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 pupil leadership teams and pupil voice to gather information about pupils' interests and talents, taking care to ensure that these are nurtured and considered in our curriculum planning.
Staff recruitment / promotion	Leigh Academy Molehill 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. Governors also have access to this platform for their own training needs. Both Governors and staff have access to all LAT policies. Trust policies apply to individual staff needs and a cohesive and inclusive approach is taken when addressing the needs of both staff and pupils.

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

Objective	December	March	July
To provide children with daily opportunities to develop all aspects of cultural capital, in which children take action to promote equality.			
To create a culture which celebrates and respects diversity, championing different cultures, faiths and backgrounds.			
To increase spiritual, moral, social and cultural development opportunities throughout all aspects of Academy life.			
To ensure that our community has high expectations and high aspirations for all of our pupils, regardless of starting point or background.			
To narrow the gap between disadvantaged pupils and non-disadvantaged pupils, in all aspects of Academy life.			