

Equality Act 2010

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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 Marden

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>As an IB school, the curriculum is taught with an emphasis on the children being global citizens. They are encouraged to have an understanding of their local community and the wider global community.</p> <p>The curriculum is planned and resourced to ensure there are opportunities for the children to learn about a wide range of cultures, beliefs and traditions. The curriculum celebrates diversity through the exploration of significant people from a range of backgrounds and religions, both able-bodied and disabled.</p> <p>The children are taught to be respectful to others and to be open-minded about their beliefs.</p>
Behaviour / Exclusions	<p>The behaviour policy is rooted in mutual respect between all stakeholders. It ensures that all behaviour is dealt with appropriately and consistently. All behaviour is reviewed to ensure it has been dealt with without prejudice. If children have specific needs, there will be reasonable adjustments as appropriate. For children with additional needs, pastoral support plans are in place to ensure the correct support is available to help reduce the chance of suspension.</p> <p>In the unfortunate event of a suspension, all protected characteristics are considered along with the behaviour incident to ensure the adequate support was in place at the time of the behaviour. If a child is suspended, the school will inform the Academies Director to ensure they agree with the next steps and feel it is appropriate in response to the behaviour that has taken place.</p>
Acts of worship	<p>The children are taught about a wide range of religions in school. They look at different beliefs, practices and festivals. They are taught to be tolerant and respectful of others and their beliefs.</p> <p>The children have the opportunity to take part in some acts of worship such as going to the local church. When attending these acts of worship children are asked to be respectful but are not required to pray, for example, if it goes against their own beliefs.</p>

	<p>If parents do not wish for their children to take part in the acts of worship they have the opportunity to withdraw them from this. They are, however, expected to remain in lessons about different religions as this then educates them in other people's beliefs.</p>
Uniform	<p>The school uniform expectations are set out clearly for parents. The expectations allow for children to have some choice. For example, girls are allowed to wear trousers rather than a skirt if they wish.</p> <p>If there are children with medical or sensory needs, this is taken into account and appropriate adjustments can be made if needed.</p> <p>With the exception of small stud earrings, jewellery should not be worn in school for health and safety reasons. Children are, however, allowed to wear a piece of jewellery if it is for religious purposes.</p>
Examinations	<p>When completing assessments, the individual needs of pupils are always taken into account. Access arrangements are put in place to ensure that the children have the best possible chance to succeed.</p>
Admissions	<p>If there are places at the school, children will be admitted providing the school is able to meet the child's needs. In the event that the school is oversubscribed, admission will be given to children based on the school's admissions criteria in priority order which is as follows:</p> <ul style="list-style-type: none"> ● A pupil with an EHCP ● A child in care and previously looked after children ● If they have a sibling in school ● Medical and social reasons ● Distance from the school <p>Our Admissions policy is reviewed regularly and is approved by the governing body after consultation with parents and community stakeholders.</p>
School scheduling (i.e. parents evenings, trips, etc.)	<p>For parents evening, advanced notice is given to parents/carers along with a range of timings to support everyone in being able to attend. The meetings are held in the hall which is accessible for all as it can be accessed via steps or a ramp. If parents/carers are unable to attend, phone calls are offered instead to ensure that accessing the school building is not a barrier to hearing about their child's progress.</p> <p>School events are planned as far in advance as possible and are communicated clearly to parents to ensure they have adequate notice and that the necessary information is provided. Before events are agreed, SLT reviews the school calendar to ensure there is a balance of events.</p>
Staff recruitment / promotion	<p>Staff recruitment and promotion is based on the candidate's ability to meet the desired job description. If a member of staff has additional needs, this is taken into account and reasonable adjustments are made to allow them to be able to complete the necessary tasks. If support with this is needed, HR or Occupational Health are able to assist.</p>
Staff access to training / information	<p>All staff have access to regular training online and face to face. When planning CPD, the needs of all staff are taken into account. Dates for sessions are shared with staff well in advance to ensure everyone is able to attend.</p> <p>We plan to revisit CPD to allow staff to revisit and embed their learning.</p> <p>We have an internal website where information regarding the running of the school, CPD resources and support is available to any staff member at any time.</p>

Equality Objectives

At Marden Primary Academy we aim to create an inclusive culture for all staff, pupils, families and visitors to the school. Using the Equality Act (2010) we have devised an objective Equality Statement and set of objectives.

As an internationally-minded school, we tackle prejudice and promote understanding. We recognise, respect and value people's differences and ensure that individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs, including areas of race, gender, disability, religion or belief, sexual orientation, pregnancy and maternity and age. Children learn about protected characteristics and we promote equality and diversity treating all staff, students and all stakeholders including parents and carers, fairly ensuring equal access to opportunities to enable children and staff to fully participate in the learning process and achieve and equip children and staff with the skills to challenge inequality and discrimination.

Life events often give us cause to reflect on our society and our individual roles and responsibilities within our society. We believe that education should give students the tools to engage, discuss and debate with people from all backgrounds and beliefs. As educators, we are clear that we need to do more to truly achieve this aim.

<u>Equality Objectives</u>
Where necessary, close the gap between boys and girls in English, Mathematics and Science at all key stages.
To close the gap in performance of all pupils with special educational needs or disabilities.
To promote cultural development and understanding through a rich range of experiences both in and beyond the curriculum.
To prevent and respond to all hate incidents and prejudice-based bullying.