



Joseph Leckie Academy

Public Sector Equality Duty and Equal Opportunities Policy

Approved by Governing Body: 11/2025

Last reviewed on: 11/2025

Next review due by: 11/2027

1. Introduction

1.1 The Academy takes its responsibility with regard to equality and diversity very seriously. The Academy will:

- treat people fairly, justly and with respect in both education and employment
- find ways to support those who are disadvantaged or excluded
- promote inclusion and celebrate diversity.

1.2 Equal Opportunities, in an educational setting, means ensuring that every individual has equal access to an education or to career development in education. Where equality guidelines principles are not adhered to, unlawful discrimination may arise.

1.3 The Academy believes that, within education, equality is fundamentally about providing exemplary education, and ensuring that the needs of pupils, parents, staff, governors and the community are identified and met where at all possible. We aim to advance equality of opportunity and foster good relations between people from different groups.

1.4 This policy outlines how our Academy ensures that equality is being promoted, what provision is available and what action is to be taken.

2. Principles

2.1 This policy has been developed to set out the aims and objectives of the Academy's approach to equalities and the overall commitment to valuing equality, diversity and human rights. It sets out the expectations on our employees and Governors in the Academy's objective to promote equal opportunities.

2.2 The Academy has adopted a zero tolerance approach to all forms of unlawful and unfair discrimination on the grounds of age, disability, gender, gender identity, marital or civil partnership status, race, ethnic origin, colour, nationality, pregnancy or maternity, religion or belief (or no religion or belief), sexual orientation, class or social background, political belief or Trade Union affiliation. This protocol is in place to provide fairness for all involved in the Academy employment and education provision. All employees, whether part time, full time, temporary or volunteer, will be treated fairly and with respect. Selection for employment, promotion, training, or any other benefit will be on the basis of aptitude and ability. All employees and workers will be helped and encouraged to develop their full potential, and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the Academy.

2.3 The Academy is committed to meeting the needs and expectations of people who use its services. This means fair access for all, ensuring that everyone is treated with dignity and respect. All users will positively benefit from our education services. Information to users about services will be provided in accessible formats, based on their particular need as far as reasonable and within resources available.

3. Legislative Framework

3.1 This policy has been developed within the framework of existing legislation and relevant Codes of Practice. The main legal provisions are contained within the Equality Act 2010 and the Human Rights Act 1998.

3.2 The Equality Act (2010) covers the main equality duties together with additional requirements for public sector authorities.

3.3 The following are 'protected characteristics' under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex (gender)
- Sexual orientation

3.4 The Human Rights Act 1998 sets out those rights in the UK which are protected by the European Convention on Human Rights. Human rights are based on the core principles that are relevant to day to day life, and protect freedom to control one's own life and fulfil one's potential through: being safe and protected from harm, being treated fairly and with dignity, living the life you choose, and taking an active part in the community and wider society.

4. Leadership on Equality and Diversity

4.1 The Governing Body and the Principal have responsibility for developing a culture that promotes equality and values diversity. They also ensure that the Academy complies with all relevant equalities legislation and will challenge any prejudice, discriminatory behaviour and attitudes.

4.2 The Principal will ensure that all staff are aware of their responsibilities under the policy.

5. Roles and Responsibilities

5.1 The Academy requires that its employees and volunteers have appropriate training and possess competencies to fulfil the principles of this protocol. The training and competence levels will depend on the role of the employee or volunteer. Some roles will require specific training, competencies and conduct, Induction and training are available for employees and volunteers to acquire appropriate levels of competence.

5.2 Extended Senior Leadership Team, line managers and supervisors

The Principal, Extended Senior Leadership Team and all line managers have responsibility for embedding equality objectives in plans and strategies. Academy leadership is responsible for ensuring that fair employment decisions are made including:

- promoting a representative workforce, for example; fair recruitment, career development, pay, training, promotion and welfare of staff to ensure that the workforce, as far as reasonable, reflects the makeup of the local population.
- ensuring staff are competent in equality and diversity, through regular one-to-one meetings, supervision and appraisals.
- challenging unfairness, and acting promptly and fairly in any instances of actual or alleged discrimination, harassment, or victimisation, in areas for which they are responsible;

- consulting employees from all protected characteristics on key employment related decisions, such as restructures or changes to work practices.
- supporting staff with disabilities, as far as reasonable, by putting in place reasonable adjustments, to overcome barriers they may experience during their employment with the Academy.

5.3 Employees and Volunteers

All Academy employees and volunteers have a duty to demonstrate the principles and values of this protocol in their interactions and relationships with colleagues and customers. This includes, but is not limited to:

- acting in ways that are in accordance with equality legislation, policies, protocols and good practices
- treating everyone they come into contact with, with dignity and respect
- ensuring that they do not discriminate or induce others to practice discrimination, harassment or victimisation;
- recognising and reporting behaviour that undermines equality and diversity.

6. Monitoring of the Equal Opportunities Policy

Effectiveness of this policy will be monitored by the Principal or nominated equal opportunities governor as part of the Academy standard workforce analysis. Disproportionate or negative outcomes will be monitored in line with the demands of the staff code of conduct and disciplinary policy, accordingly.

7. Breaches of the Equal Opportunities Policy

The Academy understands that breaches of the Equal Opportunities Policy may constitute misconduct or gross misconduct under the Academy disciplinary policy. Such cases would be directly investigated under the oversight of the Principal and Academy governor responsible for equal opportunities and advice would be sought from Human Resources.

8. Public Sector Equality Duty

Joseph Leckie Academy upholds the equality objectives set out below and these are reviewed at least every 4 years.

- To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited. In relation to pupils, our academies may seek to meet this aim by monitoring admissions, exclusions, attendance and prejudice related incidents. In respect of staff, our Trust may seek to meet this by ensuring that there are appropriate employment policies in place.
- To advance equality of opportunity between groups/people who share a relevant protected characteristic and groups/people who do not share it, by considering the need to remove or minimise disadvantage, by taking steps to meet different needs, and by encouraging participation when it is disproportionately low.
- To foster good relations between groups/people who share a relevant protected characteristic and groups/people who do not share it.

Equality information

In addition to information on the protected characteristics, we gather information on the following groups of students:

- Students eligible for Pupil Premium
- Students eligible for Free School Meals
- Students with Special Educational Needs & Disability (SEND)
- Students with EHCPs
- Students with a Child in Need plan

- Students who are a Child in Care
- Students with CAMHS referral
- Students with a Child Protection plan
- Students identified as needing Family First
- Students referred due to Criminal Exploitation Concerns
- Students with English as an additional language
- Other vulnerable groups

The progress of individuals and groups is rigorously monitored. Through providing equal opportunity to access the curriculum, activities and opportunities, we aim to ensure all students learn, develop and achieve their potential.

How we meet the Public Sector Equality Duty

Through Teaching & Learning and the Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and religions and celebrate the diversity of other cultures.
- Provide opportunities for pupils to reflect on the commonality between humans, irrespective of culture, religions, lifestyles and world views.
- Provide opportunities for pupils to learn about the importance of human rights/children's rights and how these rights are enshrined in international and UK law to protect us from discrimination and inequality.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Seek to involve all parents in supporting their child's education.
- Provide educational visits and extra-curricular activities that involve all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and settling challenging targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources that support staff development.
- Promotion of British Values across the curriculum linked with school values and virtues.
- Seek to identify opportunities to teach SMSC explicitly (Social, Moral, Spiritual and Cultural) within the taught curriculum and wider co-curricular offer.
- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs are taken into account and their learning styles are considered.
- All pupils have access to qualifications which recognise attainment and achievement and promote progression.

Through Extra-Curricular Provision

It is the policy of the school to provide equal access to all activities for example:

- All extracurricular sports opportunities are all accessible to both boys and girls.
- We maximise opportunities to remove barriers to participation for those who have a protected characteristic for example long sleeved uniform options in PE. Participation in extracurricular provision is tracked for groups who share a protected characteristic.
- Removing barriers, including financial, to ensure equality of access to field trips and visits.
- We ensure that all such non staff members who have contract with children adhere to these guidelines and are DBS checked.

Through Our Learning Environment

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements and not to measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. To secure the desired outcomes we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good result from all pupils.
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school should place a very high priority on the provision for special /additional educational needs and disability. We aim to meet all pupils' learning needs including the higher ability by carefully assessed and administered programmes of work (see SEND Policy).
- The school must provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are to be encouraged to be actively involved in their own learning.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all pupils.

Through our Vision and Values

Our Motto

Learn together, lead together

Our Vision

We are a community with the courage to learn and lead together. We believe in equality of opportunity and support the achievement and wellbeing of all. We work to improve ourselves and each other, acting with integrity, empathy and kindness and celebrating one another's successes. We care for our surroundings and believe in our ability to inspire as well as achieve.

Our Mission

At Joseph Leckie Academy, we will:

- Promote our values of empathy, kindness and integrity.
- Value ourselves and each other equally.
- Set high expectations, promote values-driven leadership and encourage a strong sense of community so that every member of the Academy can achieve highly and flourish.
- Ensure that every student leaves education with the qualifications, knowledge and skills required to make positive lifestyle choices, to lead healthy and successful lives and to contribute positively to society, enriching their lives and the lives of others.
- Act as guardians of our Academy and the wider environment so that future generations may continue to benefit from and enjoy the highest quality resources and opportunities.

Our Core Values

LEADERSHIP - We believe in taking positive action and leading others, doing what is right and taking responsibility for our actions.

EMPATHY - We believe in putting ourselves in the shoes of others and thinking carefully about how our actions will affect other people.

COMMUNITY - We believe that everything we do should be done in partnership with and for the benefit of our community. We work closely together with members of the community towards a common purpose.

KINDNESS – We believe that being kind to others and to ourselves is essential for a harmonious, thriving community.

INTEGRITY - We believe in being honest, doing things properly, fairly and for the right reasons.

ENVIRONMENT - We believe that we have a responsibility to protect and enhance our local, national and global environment and are passionate about leaving things in a better way than we found them.

Joseph Leckie actively promotes the **fundamental British values** of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Joseph Leckie we respect and value all children and are committed to providing a caring, friendly, and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by or invited to deliver services at Joseph Leckie. We recognise our responsibility to safeguard all who access school and promote the welfare of all our students by protecting them from physical, sexual and emotional abuse, neglect and bullying.

We are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. There should be an 'openness' of atmosphere which welcomes everyone to the school. The children are encouraged to greet visitors to the school with friendliness and respect.

The displays around the school are of a high quality and reflect diversity across all aspects of equality of opportunity and are frequently monitored. Provision is made to cater for the spiritual needs of all the children through planning of both assemblies, classroom based and externally based activities.

Through the Resources, Materials and Language We Use

The provision of good quality resources and materials within school is a high priority. These resources:

- Reflect the reality of an ethnically, culturally and sexual diverse society.
- Reflect a variety of viewpoints and life choices.
- Show positive images of males and females in society including people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Encourage all children to feel part of a wider British identity.
- Include materials to raise awareness of equal opportunity issues.
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.
- Language used does not transmit or confirm stereotypes and does not offend.
- Language uses correct terminology in referring to particular groups or individuals e.g. From an Asian Background rather than Asian, pupils from the Chinese ethnic group, not Chinese pupils, People from a Black Caribbean background rather than black and people with a Mixed Ethnic background rather than Mixed race people.
- Use first language effectively for learning.
- Accurately describes pupils' heritage (e.g. if a child is a British Citizen they should not be described as 'coming from India' but rather should be described as having Indian heritage.)