



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 Bexley	Describe how you ensure the academy is working in accordance with the Equality Act.
Curriculum	<p>Leigh Academy Bexley is currently a candidate school to become an International Baccalaureate (IB) World School with its principles and approaches to learning integrated throughout all aspects of the academy's ambitious, broad and well sequenced curriculum. Students are taught a broad and balanced curriculum using range sources and resources from a variety of authors and contributors.</p> <p>Leigh Academy Bexley's curriculum aligns with the principles outlined in the UK Equality Act, ensuring a commitment to fostering an inclusive, respectful and diverse learning environment. All students also have access to a planned SMSC and personal development curriculum taught during PSHE and tutor time sessions.</p> <p>The curriculum is designed to promote equality and prevent discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Through a comprehensive and diverse range of subjects, resources, and teaching methodologies, our school actively seeks to address and challenge stereotypes, biases, and inequalities, and to promote tolerance and mutual respect.</p> <p>All students have access to the full curriculum. Teachers plan lessons with high expectations and use adaptive teaching to meet the needs of all students and remove barriers to learning.</p> <p>Leigh Academy Bexley staff receive regular training to enhance their awareness of equality issues, enabling them to create a safe, supportive and purposeful atmosphere that values and respects the differences among our students. This commitment ensures that our educational practices adhere to the legal requirements and spirit of the UK Equality Act, promoting fairness and equal opportunities for all.</p>
Behaviour / Exclusions	<p>The academy's behaviour management policy and supporting materials are designed to ensure that all students are treated equally. Clear guidelines and procedures are in place to address any instances of discriminatory behaviour, bullying, or harassment, fostering a safe and supportive learning environment for everyone.</p> <p>The academy consistently reviews and updates the behaviour policy and trends in student behaviour, responding to meet the needs of its community at all times. The behaviour and rewards policy ensures that students are explicitly taught to actively promote a culture of respect, tolerance, and equal opportunity.</p>
Acts of worship	<p>In alignment with The Equality Act 2010 which emphasises the importance of fostering an invitational and inclusive environment, ensuring that acts of worship are respectful and accommodating of diverse beliefs and backgrounds. Leigh Academy Bexley tailors its acts of worship to be objective, critical and pluralistic as well as sensitive to its student population by; incorporating a variety of faith perspectives, celebrating religious festivals from different traditions and offering students to share and learn about their own beliefs. Examples of this include Diwali and Christmas celebrations.</p>
Uniform	<p>Leigh Academy Bexley has a standardised dress code, eliminating visible</p>

	<p>socio-economic differences and reducing the potential for discrimination based on clothing choices. This approach has fostered an environment where all students, regardless of their background, can feel a sense of belonging and equality. Students are also permitted to wear certain items for religious purposes, such as head scarves or headbands.</p> <p>Leigh Academy Bexley uses its best endeavours to keep the cost of the uniform as low as possible.</p>
Examinations	<p>Leigh Academy Bexley recognises the diverse needs of its students and, in compliance with the Act, actively makes reasonable adjustments to ensure that all individuals, including those with disabilities, have the necessary support to participate fully and fairly in examinations. We strive to eliminate gender-related biases, promote cultural sensitivity, and accommodate religious observances during assessment periods. This approach ensures that all assessment practices remain fair, accessible and supportive for every student.</p> <p>All students who require the use of Assistive technology have been trained in the use of Trelson, a new exam software tool, in preparation for summer exams. Accessible toilets are located close to exam venues.</p>
Admissions	<p>The academy's admissions policy ensures that no student is unfairly disadvantaged by removing potential barriers to enrollment. A student's place is never determined by protected characteristics. As a truly comprehensive school, the academy is fully compliant with all local and national admissions processes, including robust provision for students with Special Educational Needs (SEN), Looked After Children (LAC), and those with acute medical or social needs.</p>
School scheduling (i.e. parents evenings, trips, etc.)	<p>Leigh Academy Bexley is committed to ensuring that all aspects of academy life are planned and delivered in a way that promotes inclusion, accessibility and high-quality engagement with families. This reflects a culture of high expectations, equitable access and a commitment to removing barriers so that all members of the community can participate fully in academy life. This includes the careful scheduling and organisation of parents' evenings, educational visits and wider academy events.</p> <p>Educational visits and trips are planned to promote equality of opportunity and enable the full participation of all students. Leaders identify and address potential barriers to participation and make reasonable adjustments where necessary, ensuring that students with disabilities and additional needs can access the same experiences, curriculum enrichment and personal development opportunities as their peers.</p> <p>Parents' evenings and key events are organised to be inclusive, accessible and responsive to the needs of all parents and carers. Information is provided in accessible formats where required, and appropriate adjustments are made to support attendance and meaningful engagement, including consideration of communication needs, working patterns and family circumstances. The academy prioritises strong, respectful partnership working with families to support positive outcomes for students.</p> <p>When scheduling events, the academy gives due regard to protected characteristics and the diverse context of its community. This includes thoughtful consideration of religious observance, disability, sex, and family responsibilities. Where timing, format or access may present a barrier, alternative arrangements or additional</p>

	<p>opportunities for engagement are provided so that no individual or group is disadvantaged.</p> <p>Through this approach, Leigh Academy Bexley promotes an inclusive culture, maintains high expectations for participation, and ensures that opportunities across the academy are ambitious, accessible and responsive to the diverse needs, experiences and backgrounds of its students and families.</p>
<p>Staff recruitment / promotion</p>	<p>The academy is committed to fostering a diverse and inclusive workforce that celebrates its school community, its curriculum and the local area. In our recruitment practices, we actively promote equal opportunities, providing a level playing field for all candidates, irrespective of their personal characteristics. Our commitment extends to making reasonable adjustments to accommodate applicants with disabilities and ensuring that our selection criteria are transparent and non-discriminatory. Staff conducting interviews receive regular training and all processes are rigorously in line with Leigh Academies Trust recruitment procedures.</p>
<p>Staff access to training / information</p>	<p>Leigh Academy Bexley is committed to fostering an inclusive professional culture in which high-quality and sustained professional learning is accessible to all staff. Leaders ensure that continuous professional development and career progression opportunities are equal and free from barriers related to protected characteristics.</p> <p>Professional learning is carefully planned and responsive to both individual and whole-school priorities. Reasonable adjustments are proactively implemented so that every member of staff can participate fully, develop their expertise and succeed in their role. Teachers and leaders are also encouraged and supported to undertake nationally recognised qualifications which promotes equality of opportunity.</p>

Our current Equalities Objectives for the Academy, can be accessed here: [Equality Objectives](#)

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