

Leigh Academy Wilmington

Equality Objectives

Last Review Date	Next Review Date
July 2025	September 2026

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Policy

To be read in conjunction with the academy's Equal Opportunities Policy, this policy aims to highlight our main objectives for ensuring equality:

Objectives

Objective 1: Actively promote respect for diversity in all its forms

How this will be achieved:

- Pastoral structure encourages intense support and care with students
- Well-being manager accessible to all students at the academy
- International Baccalaureate World School status integral to delivered curriculum
- Integral part of pastoral programmes, SMSC provision, Interdisciplinary & Action Days and assembly programmes
- Ensure that all staff receive the training needed to respond effectively to prejudice-related bullying
- Encourage avoidance of stereotyping

Evidence:

- Instances of prejudice-related bullying are rare
- Students show genuine understanding that other people with their differences can also be right
- Active celebration of cultural diversity
- Well-being manager log

Objective 2: Ensure all students, irrespective of background and starting points, make good progress over time

How this will be achieved:

- Provide regular progress feedback and support when needed
- Monitor performance of student groups and take action as appropriate
- Instill confidence, resilience and self-belief through positive reinforcement and encouragement
- Provide opportunities for students to develop the character traits in the IB Learner Profile

Evidence:

- Tracking shows no gaps in performance of various micro populations
- Students achieve the qualifications they need to secure positive progression Students present as confident, well-rounded individuals who possess the skill set to help them succeed Post 16 and beyond

Objective 3: Ensure all students feel safe, welcome and respected

How this will be achieved:

- Provide learning environments that are welcoming, safe and respectful of learners from all communities
- Rewards system that encourages hard-work and raises self-esteem
- Provision of Student Services Managers and Wellbeing Manager

Evidence:

- Displays around the academy celebrating cultural diversity and encouraging self-esteem in all students
- Bromcom MIS rewards tracking
- Bromcom records
- Wellbeing Manager provision access data

Objective 4: Raise aspirations, particularly of the most disadvantaged students

How this will be achieved:

- Trips, visits that increase cultural capital
- Extra-curricular programme that enriches students' experiences
- Whole-School Disadvantaged, PPG, PA and HAP Champions in post
- Partnerships with universities, employers, business mentors and City and Guilds
- All year group access to Unifrog Careers platform
- Kent & Medway Progression Partnership
- Provide clear opportunities that meet the Gatsby Benchmark
- Provision of Chromebooks for disadvantaged students

Evidence:

- Attendance records show spread of engagement
- Bespoke programme for Disadvantaged attendance
- Destinations data of disadvantaged
- Academic performance data
- Unifrog engagement data
- Attendance at career and employer engagement events
- University visits

Objective 5: Ensure all student wellbeing is accepted as part of a holistic approach to education, irrespective of ability, background and starting points.

How this will be achieved:

- Through access to physical activities open to all abilities and backgrounds, both in school and extracurricular
- Through access to wellbeing support via the Wellbeing Manager and Student Support Managers
- Encouraging and understanding of good wellbeing through healthy promotions
- Having a staff team trained to recognise poor wellbeing
- Providing support to parents/carers to help track wellbeing at home

Evidence:

- Attendance records show engagement with physical activities
- Tracking of the number of students accessing wellbeing support
- Evidence of healthy promotion materials in the academy
- Records of staff training
- Examples of support for well being shared with parents