



Leigh Academy
Strood

Leigh Academy Strood

Equality Objectives Policy

Academic year 2025/26

Date of issue	September 2025
Date to be revised	August 2026

Leigh Academy Strood Equality and Objectives Policy

Introduction & Legal Basis

Leigh Academy Strood is dedicated to fostering an inclusive, supportive environment where all students are valued and respected — regardless of background, starting point, or any protected characteristic under the Equality Act 2010. This includes the academy's ongoing commitment to eliminating discrimination, advancing equality of opportunity, and promoting good relations between all groups, in accordance with the PSED.

Governance & Review

- These Equality Objectives have been approved by the Academy Trust governing body.
- They are formally reviewed at least once every four years, in line with EHRC statutory guidance.
- The academy publishes annual progress reports on how these objectives are being met, ensuring transparency and public accountability.

Publication & Communication

- This policy, along with yearly outcome reports, is fully published on the Academy website and communicated to staff, students, parents/carers, governors, and partners.

Due Regard & Equality Impact Assessments (EqIAs)

- All key policies, strategies, and major decisions undergo a systematic Equality Impact Assessment (EqIA) before implementation to identify and mitigate any potential negative effects on protected groups.
- These assessments are documented and reviewed as part of governance and policy review cycles.

Objective 1:

- Promote respect for diversity in all its forms.

Examples of how this will be achieved:

- Pastoral structure encourages intense support and care for students.
- Student Support managers and pastoral teams are accessible to all students at the academy International Baccalaureate World School status.
- Personal Development delivered in tutor time, interdisciplinary and assembly programmes.
- Ensure that all staff receive the training needed to respond effectively to prejudice-related bullying.
- Avoidance of stereotyping.
- Staff to have CPD in unconscious bias. Organise and celebrate cultural events

throughout the year.

- Foster student leadership through diverse student councils and representation groups.

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.
- Bullying log.
- Records of cultural events celebrated.
- Minutes from student council meetings showcasing diverse student voices.

Objective 2:

- Ensure all students, irrespective of background and starting points, make strong progress over time.

Examples of how this will be achieved:

- Provide regular progress feedback and support when needed.
- Monitor performance of student groups and take action as appropriate. Instil confidence, resilience and self-belief through positive reinforcement and encouragement. Provide opportunities for students to develop the character traits in the IB Learner Profile.
- Conduct regular assessments to identify individual student needs.
- Implement targeted interventions and support programs for those falling behind. Provide differentiated learning opportunities that cater to various learning styles.
- Celebrate the achievements of all students, regardless of their starting points.

Evidence:

- Tracking of performance of various pupils.
- 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.
- Data on student progress, including those from disadvantaged backgrounds.
- Intervention plans and records of their effectiveness.
- Schemes of work demonstrating differentiation for various learning styles.
- Records of student achievement celebrations that recognise progress across ability levels.

Objective 3:

- Ensure all students feel safe, welcome and respected.

Examples of 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.

- Foster a positive academic culture through social, emotional, and mental health (SEMH) programs.
- Provide clear reporting mechanisms for students to voice concerns.
- Continuous training for staff on recognising and responding to incidents of discrimination or prejudice including EDI training.

Evidence:

- Displays around the academy celebrating cultural diversity, international mindedness and encouraging self-esteem in all students
- Bromcom MIS rewards tracking.
- Clear procedures for reporting concerns, with data on reported incidents and their resolution.
- Staff training records on recognising and responding to discrimination.

Objective 4:

- Raise aspirations, particularly of the most disadvantaged students.

Examples of how this will be achieved:

- Trips, visits that increase cultural capital.
- Extra-curricular programme that enriches students' experiences.
- Partnerships with universities, employers and business mentors.
- Provide clear opportunities that meet the Gatsby Benchmark.
- Organise career fairs and talks featuring diverse professionals.
- Offer tailored university and college application support.
- Provide mentorship programs with successful alumni from similar backgrounds.
- Celebrate the achievements of disadvantaged students as role models for their peers.

Evidence:

- Attendance records.
- Academic performance data
- Records of career fairs and talks with diverse representation.
- Data on university and college application rates, particularly for disadvantaged students.
- Documentation of mentorship programs and their impact. Recognition initiatives highlighting the achievements of disadvantaged students.
- Attendance at career and employee engagement fair.

Objective 5:

- Ensure student wellbeing remains a priority as part of a holistic approach to education, irrespective of ability, background and starting points.

Examples of how this will be achieved:

- Through access to physical activities open to all abilities and backgrounds, both in academy and extracurricular.
- Through access to wellbeing support via the college teams.
- 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 tackle wellbeing at home.
- Promote a culture of open communication where students feel comfortable seeking help.
- Provide access to counsellors and mental health professionals.

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.
- Structure of the pastoral care system and staff roles.
- Data on student referrals to support staff and mental health professionals.
- Curriculum materials demonstrating the integration of well-being education.
- Student surveys gauging their sense of belonging and access to support.

Monitoring, Reporting & Evaluation

- Evidence is collected and reviewed regularly by the Senior Leadership Team, pastoral and curriculum leads, and governors.
- Objectives are monitored for relevance, with revisions made when significant new equality challenges emerge.

Accountability & Continuous Improvement

Leigh Academy Strood is accountable for embedding these objectives into strategy and operation. Progress is scrutinised by governors, and staff roles are structured to ensure due regard is maintained at every level. Through regular monitoring and evaluation of these objectives and the evidence collected, Strood Academy will strive to continually improve its approach to promoting equality ensuring all students feel valued, respected, and empowered to reach their full potential.