



# Equality Policy

## LPA Policy Management

### Document history

Review date	Version	Reviewer / owner (role)	SLT review	Approving body	Meeting date of policy approval
10/12/2025	3	Principal	10/12/2025	LGC	19/01/2026

### Material changes since last publication

Section	Changes
Introduction	TPAT aim updated to be policy framework compliant
1.2	Trust objectives and Equality Plan now reflected in this section. List of associated policies updated
2	Policy statement allocated

This policy is reviewed every two years. The next review is due by 10<sup>th</sup> December 2027

## **Contents**

### **1. Introduction**

#### **1.1 Aims and Scope**

#### **1.2 Other Linked Policies**

### **2. Policy Statement**

#### **2.1 Policy Terms**

### **3. Guidance and Procedures**

### **1. Introduction**

The Trust intends and expects that all decisions, policies and procedures will be underpinned at all times by its vision and values.

#### **1.1 Our aim:**

TPAT – Inspiring futures, empowering people.

We aim to benefit our communities by nurturing well-educated, aspirational and creative young people. We exist to inspire futures and empower all our people. We achieve this by enriching and fulfilling our employees with the investment to become masters of their craft, all working together to realise exceptional outcomes for young people.

#### **To achieve this our schools will:**

- Create an aspirational, driven, and highly engaging educational environment where every pupil can succeed.
- Commit to knowing each pupil individually and empowering them to excel.
- Deliver the highest quality learning opportunities facilitated by excellent teachers.
- Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society.

## **The Trust will support our schools by:**

- Providing the resources and stability schools need to work efficiently and effectively, overcoming challenges and prioritising education every day.
- Providing a platform for collaboration, sharing excellence and experience, and fostering unity and shared purpose.
- Nurturing our Trust's 'culture of improvement' where staff thrive in a safe, supportive network, embracing feedback and professional dialogue to drive sustainable improvement.

### **1.1 Aims and Scope**

Lydiard Park Academy is committed to ensuring equality of education and opportunity for all of the Academy's students, staff, governors, parents/carers, visitors, and any other person who may come into contact with the Academy. The Academy aims to develop a culture of inclusion and diversity in which all those connected with the academy feel proud of their identity and able to participate fully in Academy life. This policy outlines the Academy aims, including its obligations under the Equality Act 2010 as outlined in the Appendix.

### **1.2 Other Linked Policies/Documents**

Trust Equality Objectives

Academy Equality Plan

Admissions Policy

Behaviour Policy

Staff Code of Conduct

Teaching Standards

Staff Recruitment Policy

Complaints Procedure

## **2. Policy Statement**

Lydiard Park Academy is committed to ensuring that equal opportunities principles guide the work of the Academy and the behaviour of members within it. It recognises and appreciates the efforts of staff, governors, pupils and parents in making the school an environment where this is happening.

## **2.1 Policy Terms**

### **Principles of Equality**

Equality exists where:

- there is opportunity for each individual to develop their abilities fully
- individual needs are focused on and individual differences valued
- positive role models are provided that encourage each individual's full development
- there is a calm and friendly atmosphere which encourages and promotes high personal standards
- there is a healthy, safe and secure environment
- individuals are not held back by discrimination, ridicule, bullying, harassment, or offensive behaviour, whether intentional or unintentional
- all may make a contribution to the welfare of the Academy community
- concerns about injustices are investigated and remedied

These principles apply to all members of the Academy, visitors, and to any other person who may come into contact with the academy.

At Lydiard Park Academy we value respect and will not tolerate racism, sexism, homophobia relating to gender or sexual orientation, prejudicial attitudes towards culture, religion, special educational need/disability, bullying or any other oppressive behaviour.

We recognise the important role which the Academy plays in helping to form attitudes and values in young people and will actively promote anti discriminatory behaviour and work to prevent anti-social behaviours.

As such, Lydiard Park Academy will ensure a learning and teaching environment which is free of discrimination. Education is about maximising opportunities for personal growth and fulfilment. Opportunities will be available to all, regardless of ability, age, gender, ethnic or social background. These opportunities are secured through positive action by the Academy and community.

#### **From a pupil's perspective this policy means that:**

- Everyone should be treated fairly
- Everyone should feel safe whilst at Lydiard Park Academy
- Everyone should be valued and respected
- Everyone's concerns should be listened to

- Everyone should have the opportunity to learn

These values are underpinned by the Academy ethos of 'Think of the other Person'.

### **Staff are expected to:**

- Show respect to all members of the Academy, local and international communities
- Make a balanced use of time with regard to individual pupils in each class
- Monitor assessment and classroom performance with regard to equal opportunities; ensuring that all those pupils including those who possess a protected characteristic, are making an appropriate rate of progress relative to their abilities.
- Promote, through example, the principles of this Equality Policy.

### **Equality within the curriculum:**

#### Departmental Responsibilities

In order to ensure that every student has the opportunity to develop his or her abilities fully within an individual subject area:

- the curriculum, its assessment and styles of teaching in its delivery, will be planned with an awareness of the needs of individuals across the range of aptitudes, cultures and backgrounds
- the curriculum will be balanced, objective, free from bias and sensitive to the need to support a diverse and tolerant community
- the content, where appropriate, will present positive images of underrepresented characteristics/groups to challenge stereotypes
- the criteria for organising teaching groups will be clear, consistent, and in accordance with the principles of this Equality Policy
- departments will support tutors in making every effort to ensure that children who suffer from ill health, which leads to regular or lengthy absences from school, do not fall behind in their studies
- departments will also support tutors in making every effort to ensure that pupils who join the school in the middle of a year or course are given the opportunity to catch up with work not covered.

### **Whole School Responsibilities:**

In order to ensure that every pupil has the opportunity to develop his or her abilities fully in the school as a whole:

- Within the constraints of the timetable and staffing, students will have access to a broad and balanced curriculum, and to courses taught at an appropriate level for their aptitudes and experience

- The Academy will aim to ensure that the delivery of the curriculum takes place in the appropriate rooms with the necessary equipment. Within the constraints of Health and Safety, all equipment is available to students of all abilities;
- The Academy will ensure that students' special educational needs are recognised and supported in accordance with its 'Special Educational Needs' policy
- Pupils will be provided with appropriate advice and encouragement with regard to options choices, to academic and vocational choices at all transition points, including after the compulsory school leaving age
- The Academy will ensure that these choices are not hindered by gender, disability or cultural stereotyping
- The Academy will seek to recognise successful learning and development, and to celebrate achievement across as broad a range of pupil activity as possible

### **The Pastoral System:**

Promoting equal opportunities is a key aim of the pastoral system at Lydiard Park Academy. The Academy pastoral system consists of a teaching Head of Year and a non-teaching Pastoral Support Assistant for each year group, providing a high level of pastoral care for all pupils.

This includes the following:

- the formation of positive relationships regardless of individuals' personal situations
- addressing issues related to Academy procedures and policies for dealing with misbehaviour and bullying
- supporting pupils to ensure equal opportunities for disadvantaged pupils with educational resources, such as revision guides, subject texts, PE kit, cookery ingredients and other such resources.
- equal opportunities to participate in trips or other extra-curricular activities; positive attempts to assist disadvantaged pupils, for example by offering financial support for school trips
- communication with parents regarding equal opportunities issues that affect the education and welfare of their children.

## **3. Guidance and Procedures**

### **Pupil Admissions** (related policy: Admissions)

The Academy seeks to ensure that pupils seeking admission will not be barred on the grounds of any protected characteristics or for any other reason that cannot be justified. Within the Academy environment, we aim to ensure that pupils with disabilities are not disadvantaged due to difficulties in access to rooms or to specialist equipment. In accordance with legal requirements, the ethnic make-up of the Academy population

is monitored on admission records and staff applications for a post. The Academy respects the right of the individual to refuse this information and will ascribe the ethnicity of "White British WBRI" where no information is given. This information is conveyed to parents via the Home School Agreement.

**Staff Awareness and Conduct:** (related policy: teaching standards, staff code of conduct)

All staff are responsible for ensuring equality and equal opportunities, and should be aware of:

- the fact that they are role models to pupils
- their own beliefs and behaviour, and the messages these may send to pupils, parents and colleagues
- the results of their words and actions, whether intentional or unintentional
- individual pupil needs, both physical and emotional
- any stereotypes that may be portrayed in resources and curriculum plans

**Staff recruitment follows the guidelines set down below.**

The Academy actively seeks to promote the career development of all, regardless of a person's protected characteristics.

1. *Recruitment* (**Reference the Trust Recruitment for further guidance related to recruitment**)

2. *Promotion*

All staff shall be given equal opportunity to apply for promotion as vacancies occur. Policies and guidelines for recruitment apply equally to internal applicants.

3. *Staff Development*

Opportunities for training and professional development shall be shared equally amongst all staff. Training records are held by the Vice Principal (Teaching and Learning).

**Reasonable Adjustments**

The Academy will seek to make reasonable adjustments in order to support equal opportunities (including but not limited to its duty under the Act to provide reasonable adjustments for those with disabilities), recognising that fair treatment is not the same as treating everyone in the same way.

**Complaints and Concerns (related policy: complaints procedure)**

- Any incident, including that which is understood to be of a racial nature and causes upset to the victim related to their culture, will be acted upon in a way appropriate to the seriousness of the incident.

- The Principal has responsibility for the monitoring and outcomes of incidents. This information will also be reported to the Governing body annually at the end of the academic year.
- The Equality Information and objectives document will be maintained and used to monitor the Academy climate in relation to this policy.
- Parents who have concerns about equality, equal opportunities, and issues that affect the education and welfare of their children are encouraged to contact the school.
- Pupils who have concerns about equality and equal opportunities, are encouraged to talk to a member of staff. They will be given the opportunity to express concerns through their tutor, Head of Year, or any other member of staff.
- Staff concerns may be pursued through line management meetings. Serious concerns regarding the application of the Equality Policy should be referred to the Principal.

Complaints about staff will be investigated under relevant HR processes

## **Appendix – Overview of the Equality Act 2010 (the “Act”)**

### **Protected Characteristics**

The Act enshrines the principle that everyone has the right to be treated fairly and protects people from discrimination on the basis of any of the following “protected characteristics”:

- Age – refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18–30)
- Disability – a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities
- Gender Reassignment – the process of transitioning from one gender to another
- Marriage and Civil Partnership – Civil partners must not be treated less favourably than married couples
- Pregnancy and Maternity
- Race – refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins
- Religion or Belief – religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.



- Sex – a man or a woman
- Sexual Orientation – whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

### **Types of Discrimination**

The Act prohibits the following treatment in respect of people with protected characteristics:

- Direct discrimination – where someone is treated less favourably than another person because of a protected characteristic.
- Associative discrimination – this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic.
- Discrimination by perception – this is direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.
- Indirect discrimination – this can occur when a rule or policy that applies to everyone, disadvantages a person with a particular protected characteristic.
- Harassment – unwanted conduct that has the purpose or effect of violating someone's dignity or that is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature
- Victimisation – this occurs when someone is treated badly because they have made or supported a complaint or grievance under the Act.

### **The Public Sector Equality Duty**

The Academy has a duty to have regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it, by removing or minimising disadvantages suffered by people with protected characteristics, taking steps to meet the needs of those people where such needs are different from people who do not share those characteristics, and encouraging protected groups to participate in activities where participation is disproportionately low, and
- foster good relations between people who share a protected characteristic and people who do not share it by tackling prejudice and promoting understanding between people who share a protected characteristic and others.

The Academy also has the following specific duties:

- annual publication of data to demonstrate how the academy complies with its equality duty;
- prepare and publish equality objectives, at least every four years.