



Leigh UTC  
**Dartford**

**Equality Act 2010 and UTC Objective  
Academic Year 2025-26**

<b>Date of Issue</b>	<b>September 2025</b>
<b>Date to be reviewed</b>	<b>August 2026</b>

## **LEIGH UTC DARTFORD**

The UTC is located on the Bridge estate in Dartford. Over 70% of students that attend the academy live in Temple hill. The area is amongst the top 10 percentile of deprivation in the whole of England according to the Office for National Statistics. The academy admits boys and girls into year 7 and 10 in the secondary phase and has a sixth form. The proportion of pupils from BAME backgrounds is below the national average. The proportion of SEN and PP is above the national average.

**Under the Act, the school is expected to comply with the Public Sector Equality Duty (PSED). This requires us to:**

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

**As a public organisation, we are required to:**

- Have due regard to The Public Sector Equality Duty (PSED) when making decisions, taking action or developing policy and practice.
- Publish information to show compliance with the Equality Duty. This is done via our equalities Policy.
- Publish Equality Objectives which are specific and measurable.

## **What we stand for:**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against individuals or treat them less favourably because of their sex; race; age; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

Leigh UTC Dartford celebrates and values the diversity of its learners and employees and is committed to equality of opportunity for all. The UTC resolves to eliminate discrimination or other unfair treatment against any of its staff, potential staff or users of its services. This is regardless of age, ethnicity, gender, marital status, family circumstances and responsibility for dependants, physical ability, race, religious beliefs, sexual orientation or offending background that does not create risk to children and vulnerable adults.

Subject to the overriding consideration of protecting children and vulnerable people, we will make every effort to prevent unfair discrimination against those with criminal records.

**We will demonstrate our commitment to learners and employees by**

- Ensuring recruitment procedures in their design, encourage applications from all sections of the community and from all levels of ability.

- Ensuring that admission procedures are user friendly and avoid unnecessary barriers to access for intending learners.
- Identifying and responding to learning needs within the community to encourage widening participation from underrepresented, disadvantaged or excluded groups.

## **Our current Equality Objectives:**

### **The Community and environment**

- To continue to provide a school environment that welcomes, protects and respects diverse people. Ensuring we nurture a community that is free from bias, stereotyping and discrimination.
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect.
- To promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within our school and wider community.
- To promote a whole school approach mental health awareness and develop appropriate interventions where necessary

### **Teaching and Learning**

- To continue to close the gaps in attainment between students and all groups of students; especially boys, disadvantaged students, students with Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.
- To ensure that all students are given the opportunity to make a positive contribution to the life of the school, particularly focusing on developing leadership opportunities.
- To monitor and eradicate the use of homophobic, sexist, racist and other discriminative language by students in the school. Monitor the incidences of the use of homophobic, sexist and racist language by students in our school and educate young people through our curriculum and support so that they understand and respect other people's views and beliefs.
- To review the accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas. Ensuring that learners with learning difficulties and/or disabilities receive appropriate additional support to meet individual learner needs.
- To continuously review and revise the curriculum so that it represents a diverse culture and society and encourages tolerance and respect. Ensuring that the views and perceptions of learners are included in the process of curriculum review and self-assessment and also curriculum development.

### **Recruitment and training/development**

- To embrace equal opportunities and diversity in all its aspects, and aims to employ a workforce that reflects, at every level, the community it serves by ensuring job

advertisements are targeted at both mainstream and minority communities.

- To treat all employees with respect and dignity, and seek to provide a working environment free from harassment, discrimination and victimisation. The UTC will not tolerate any form of discriminatory behaviour against its employees, either from other employees, students or members of the public.
- To ensure employees will have the opportunity for a performance management review and will have access to opportunities for training and development.
- To ensure that staff recruitment and selection procedures are open, consistently applied and free from bias, stereotyping and discrimination, and that reasonable adjustments are made to arrangements and premises to ensure both current and potential staff with disabilities have equality of access.

### **Implementation**

- As part of the implementation of this policy, diversity and equal opportunities awareness will be an essential part of staff induction, in-service training and ongoing development.

### **Responsibility for implementing the policy**

- The Principal and Trust Board have lead responsibility for implementing and monitoring this policy.
- The Principal has responsibility for the strategic and operational development of this policy and for monitoring and regularly assessing how effectively it is being implemented across the UTC.
- All employees have a responsibility to promote and adhere to the policy; therefore, the UTC has a range of additional policies to assist staff to embed the principles of diversity and equality of opportunity into all aspects of UTC life.

### **To make our Equality and Diversity Policy fully effective we will:**

- Actively promote it via all the UTC's established communication links
- Ensure the Equality and Diversity Policy is a working document
- Regularly monitor and review all our job selection procedures and criteria and make changes to ensure unfair discrimination does not take place
- Take appropriate action, using agreed procedures, if employees breach this policy
- Provide training and guidance, particularly for Staff Support Services and line managers, to ensure they understand this policy and their legal responsibilities
- Monitor recruitment and employment statistics to identify under- representation.

Objective	How this will be achieved	Evidence
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<p>1. Actively promote respect for diversity in all its forms</p>	<ul style="list-style-type: none"> <li>● Pastoral structure (Colleges) encourages intense support and care with students</li> <li>● Well-being manager accessible to all students at the academy</li> <li>● International Baccalaureate World School status</li> <li>● Integral to delivered curriculum</li> <li>● Integral part of pastoral programmes</li> <li>● SMSC delivered in tutor time, Interdisciplinary &amp; and assembly programmes</li> <li>● Ensure that all staff receive the training needed to respond effectively to prejudice-related bullying</li> <li>● Encourage avoidance of stereotyping</li> <li>● Exposure and awareness of key celebration of religious festivals</li> <li>● Celebration of LGBTQ communities</li> <li>● Reducing sexist and phobic language amongst students</li> <li>● Celebrating diversity through PHSE</li> <li>● Staff &amp; governors more fully understand the Equality Duty and the academy's responsibility in these areas</li> <li>● Global learning enables our students understanding of the complex backgrounds of refugees, Ukraine, Afghanistan, South Africa</li> </ul>	<ul style="list-style-type: none"> <li>● Instances of prejudice-related bullying are rare</li> <li>● Students show genuine understanding that other people with their differences can also be right</li> <li>● Active celebration of cultural diversity.</li> <li>● Well-being log</li> <li>● Conduct log of undesired or phobic, sexist language reduction shows reduction</li> <li>● A recognition of variant religions, culture, minority communities</li> <li>● Students and staff recognise the global celebration and challenge of diversity</li> <li>● Celebration of gender and sex through assemblies, guest speakers and curriculum content</li> <li>● Celebrating BHM, WMHD, IHR,IWD,Pride, Eid etc through lessons, assembly, bulletin, school magazine etc</li> <li>● Staff and governors have training days on equality</li> </ul>
<p>2. Ensure all students, irrespective of background and starting points, make good progress over time</p>	<ul style="list-style-type: none"> <li>● Provide regular progress feedback and support when needed</li> <li>● Monitor performance of student groups and take action as appropriate</li> <li>● Instil confidence, resilience and self-belief through positive reinforcement and encouragement</li> <li>● Provide opportunities for students to develop the character traits in the IB Learner Profile</li> <li>● Closing the academic gaps for SEND, Pupil Premium, Looked After Children and other vulnerable group</li> </ul>	<ul style="list-style-type: none"> <li>● Tracking of performance of various groups</li> <li>● Students achieve the qualifications they need to secure positive progression</li> <li>● Students present as confident, well-rounded individuals who possess the skill set to help them succeed Post 16 and beyond</li> <li>● Effective closing of progress gap with this group and overall cohort, focusing on KPI's <ul style="list-style-type: none"> <li>- Behaviour</li> <li>- Attendance</li> <li>- Achievement</li> </ul> </li> <li>● Effective tracking and monitoring in place reviewing this every module with action plan</li> </ul>
<p>3. Ensure all students feel safe, welcome and respected</p>	<ul style="list-style-type: none"> <li>● Provide learning environments that are welcoming, safe and respectful of learners from all communities</li> <li>● Rewards system that encourages hard-work and raises self-esteem</li> <li>● Academy is visually represented as a community which includes and values diversity</li> </ul>	<ul style="list-style-type: none"> <li>● Put up displays around the academy celebrating cultural diversity, international mindedness and encouraging self-esteem in all students</li> <li>● Positive Bromcom MIS rewards tracking</li> <li>● All staff recognise opportunity for progression to all levels in the organisation</li> </ul>

<p>4. Raise aspirations, particularly of the most disadvantaged students</p>	<ul style="list-style-type: none"> <li>• Trips, visits that increase cultural capital</li> <li>• Extra-curricular programme that enriches students' experiences</li> <li>• Partnerships with universities, employers and business mentors</li> <li>• Provide clear opportunities that meet the Gatsby Benchmark - Implementation of the Pupil Employment Programme</li> <li>• Curriculum includes and celebrates issues and people in relation to diversity and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records that show positive engagement with aspirational opportunities</li> <li>• Records of destinations data for disadvantaged students is positive</li> <li>• Academic performance data shows progress</li> <li>• Attendance at career and employee engagement fair</li> <li>• Curriculum conversations consider diversity through literature and historical figures taught</li> <li>• Student conversations enable engagement of diverse people and communities</li> </ul>
<p>5. Ensure all Student wellbeing is accepted as part of a holistic approach to education, irrespective of ability, background or starting points.</p>	<ul style="list-style-type: none"> <li>• Through access to physical activities open to all abilities and backgrounds, both in school and extracurricular</li> <li>• Through access to wellbeing support via the inclusion team and Student Support Managers. These staff encourage the understanding of good wellbeing through healthy promotions. We have a staff team trained to recognise poor wellbeing</li> <li>• Providing support to parents/carers to help tackle wellbeing at home</li> <li>• Increased awareness of mental health through assembly and external visits from keynote speakers and guests</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance records to show engagement with extra curricular activities</li> <li>• Tracking</li> <li>• the number of students accessing wellbeing support</li> <li>• Evidence of healthy promotion materials in the academy</li> <li>• Records of staff training</li> <li>• Examples of support for well being shared with parents</li> <li>• Personal management of mental health concerns effectively</li> <li>• Better understanding from student of mental health and concerns around this topic</li> <li>• PSHE including gatherings, Tutor Time, wellbeing weeks, T&amp;L briefings, wellbeing</li> <li>• Boys are more able to talk freely about mental health without negative stigma</li> </ul>

## **Addressing inequality explicitly at Leigh UTC Dartford**

**Focus 1** – to eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.

**Focus 2** – to advance equality of opportunity between people who share a protected characteristic and those who do not by:

- *Removing or minimising disadvantage suffered by people due to their protected characteristic*

- *Taking steps to meet the needs of people with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people's disabilities.*
- *Encouraging people with certain protected characteristics to participate in public life or in other activities where their representation is disproportionately low.*

**Focus 3** – foster good relationships between people who share a protected characteristic and those who do not.

Focus	Protected characteristic	Aim	Target groups	Action	Required impact
1,2,3	Race	To actively challenge racial stereotyping and discrimination and actively promote/celebrate racial diversity in our community To educate children on issues relating to race and discrimination	All pupils and staff	Create an IB curriculum that reflects a diverse range of experiences  Take opportunities to celebrate diversity e.g. cultural days and fortnightly themes Assembly/PSHE programme celebrates diversity  Run culture club as part of our extra-curricular activities  Staff training where relevant	Reduction in racially related incidents on Bromcom and Bullying log  Positive staff, pupil and parent survey results Culture and diversity groups, staff and pupils created.
1	Sexual orientation	To eliminate homophobic, biphobic and transphobic language and prejudices amongst the students To educate children on issues relating to sexual orientation and discrimination	All pupils	Staff training on bullying and recognising and tackling bullying and transphobic behaviour and language.  Take opportunities to celebrate diversity e.g. Pride Month  Small reflection group work on social understanding.  Focus groups (culture group), staff and students to identify issues and create training opportunities	Reduction in incident reports  All incidents that are identified are addressed  Students report feeling safe and valued by peers and staff

1	Race, religion or belief and disability / health needs.	To ensure the content of Academy meals and the dining environment meets the needs of faith groups and those with specific health needs, always ensuring there is a	All students and staff.	Priority in any catering tender process Feedback from pupils from protected groups for catering contractor included in pupil feedback and reports	SLT to monitor Any complaints dealt with by Principal
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		choice of food available			
2	Faith	To ensure that staff and students have access to a room where they can pray / take part in quiet reflection.	All students and staff.	A prayer space available when needed	Use of prayer room monitored
2	Sex	Students of all genders are given broad opportunities to thrive in all subjects and career paths. We build and sustain a culture where there is zero tolerance for sexual discrimination	All students	<p>Ensure both genders have the opportunity to access the full curriculum and show curiosity where gender might be imbalanced</p> <p>Support students of all genders to continue to access a full PE curriculum until the end of Y11</p> <p>One to one advice sessions with parents and students, encouraging where appropriate access to full curriculum Monitor progress of girls and boys outcomes and choice of courses</p> <p>Consult on P16 uniform policy to make sure it is inclusive</p> <p>Use assemblies and other opportunities to help children understand how to behave appropriately</p> <p>Engage expert partners to lead small group interventions with boys or girls that need further help to behave appropriately</p>	<p>Student questionnaires</p> <p>Options choices at KS4 and KS5</p> <p>KS4 attendance at PE</p> <p>Focus groups</p>
3	All protected Characteristics and groups	To increase participation of protected groups in wider Academy life, enrichment, trips, student leadership so that everyone has equal access to opportunities	All students with protected characteristics	<p>All KS3 and Y10 students will go on at least one trip per year.</p> <p>Our enrichment programme is compulsory for all which means we have 100% take up from all protected groups</p> <p>Monitor engagement with our after school clubs programme to ensure sufficient engagement with key groups</p>	Participation rates from key groups

2	Disability	To ensure that staff and students with protected characteristics have equal access at the Academy.	All staff and students with a disability or diagnosed medical condition	<p>All staff involved have completed safer recruitment training.</p> <p>At initial application /interview staff / students to be asked if they have a disability or diagnosed medical condition to ensure that any needs are met by the academy at interview / start of employment (so reasonable adjustments can be made)</p> <p>Excellent pastoral support from day 1 including monitoring by the school nurse where appropriate. Modular checks to be made of all disabled access routes / facilities to ensure that they support equal access to the Academy both in hours and for the use of the sports area outside of Academy hours.</p>	Student / staff notes show that all needs have been addressed.
2	Students that are carers	To ensure that all groups make strong progress academically (where this has been disclosed or is known by the Academy) Students are supported by the Academy.	All students with protected characteristics	<p>Young carers are identified with attendance and behaviour interventions as needed and reviewed regularly.</p> <p>Attendance leaders meet regularly with the student and relevant services to ensure that all needs are met</p>	<p>Attendance is in line with academy average</p> <p>Internal data shows excellent progress or support in place</p> <p>Meeting notes and pupil feedback show that the student feels supported</p> <p>Young carers attend meetings and support groups in Medway as appropriate</p>
3	All Protected Characteristics and all groups	To monitor and evaluate the Personal Development programme yearly to ensure that it supports the fostering of positive relationships amongst all.	All students	<p>PSHE lessons and assemblies cover all protected characteristics and includes sessions on discrimination, bullying and what can be done to address this</p> <p>PSHE curriculum and assemblies also cover rights and responsibilities and what students can do when they leave the Academy if they feel they are suffering from discrimination</p> <p>PSHE curriculum addresses hate crime</p>	<p>Staff evaluation of units</p> <p>Student evaluation of provision</p>

2	Pregnancy / Maternity	To ensure that all staff / students who are pregnant have any additional needs met. To ensure that all visitors who are pregnant or on maternity leave have their needs met.	Pregnant staff / students / visitors (also those on maternity leave)	<p>When the Principal is made aware of pregnancy to either meet with that member of staff or to delegate to SLT to meet with staff / student</p> <p>To ask if there are any additional needs that the member of staff has due to pregnancy and where reasonable to meet these needs (e.g. toilet pass for students, minimise carrying of books around the Academy, lift pass)</p> <p>Receptionist to ask any visitors who are pregnant or have babies if they have any special requirements / needs during their visit, e.g. somewhere to breastfeed / change baby</p> <p>To ensure access to continuing professional development during parental leave Principal to be open to discussions on flexible working or any other flexible arrangement</p>	Notes of meetings to be put on staff / student file and then reevaluated if the staff/ student requests. Led by HR if staff and safeguarding if a student.
2,3	Sex or sexual orientation Gender reassignment	To ensure that students and staff feel fully supported in understanding their development into adulthood.	Students and staff	<p>Where students disclose to a member of staff that they are gay / lesbian / bisexual, have any other concern or query re sexuality or have desire for gender reassignment they are offered a referral to the safeguarding team.</p> <p>This process is led by the school nurse and is governed by a specific protocol.</p> <p>Specialist provision will be available for those who request it so that they can be supported in accessing support.</p> <p>Compulsory SRE for all pupils which addresses some of these themes</p>	<p>SRE Curriculum plans and evaluations</p> <p>Records of students who have benefitted from advice, guidance and support</p>
1,2,3	Governor monitoring and report	<p>Make sure that the Academy complies with the relevant equality legislation.</p> <p>Monitoring progress towards the equality objectives</p>	Governors	<p>Named governor to meet with Principal to ensure plans are being implemented</p> <p>Governor then reports back annually to governors, highlighting successes and areas for development going forward.</p>	Governor report Minutes of governing body meeting – annually

1,2	All protected characteristics , disadvantaged pupils and groups identified above.	To ensure that any issues of bullying / discrimination of students by students are dealt with, with impact, so that it ceases To ensure that all students are happy and feel safe at the Academy	Students	As with all students, to ensure that any incidents are fully investigated by key staff and that this is recorded on Bromcom, and parents/carers are informed  Staff are trained in our systems for reporting and recording incidents of bullying  Staff are trained in how to respond to acts of discrimination which are best handled in the moment by an appropriate adult  Attendance and behaviour reviewed regularly to check whether patterns can be identified linked to unkind behaviour	Student and parent surveys analysed, and any concerns addressed to ensure that all issues are addressed.
1,2	All protected characteristics , disadvantaged pupils and groups	To ensure that all groups make strong progress academically. To ensure that there is equality in provision and outcomes for students that are from a disadvantaged background, have protected characteristics or are in one of the other groups mentioned.	All students with protected characteristics.	Data analysis following internal and external assessments.  Interventions as needed. Attendance and behaviour reviewed regularly by all protected groups available.	Attendance is strong by all groups  Attainment and progress is strong for all groups
1,2	Protected characteristics and any students with SEN that need support to access exam.	To ensure that any student that needs it has access arrangements in exams and controlled assessments.	Any students who are identified as needing access arrangements	Identification via departments and SEN department.  Access arrangements reviewed termly to make sure appropriate.  Information on access arrangements shared with all staff via Bromcom	Access arrangements are in place for those students that need it.  Access arrangements are available to view by staff.  Staff are aware of access arrangements and reflect these in classroom practice

1,2,3	Any group identified above	To ensure that any complaint against any member of staff / student is dealt with in line with the Academy disciplinary policy or complaints policy.	Staff who feel that they have been treated differently due to a certain	Principal investigates issues / hears complaints or delegates to a member of SLT to follow policy and procedures.	Any issue raised is fully investigated and relevant policies followed.
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			characteristic / need		
1,2	Age	All resources used in teaching and learning will be age appropriate.	Students and staff	All staff to ensure that age appropriate materials are used within their teaching.  DOL's to ensure that the resources used within their curriculum area are age appropriate.	Lesson observations show age appropriate material is being covered.  Any complaints monitored by the Principal.
1	All protected characteristics, disadvantaged pupils and groups mentioned above	To ensure that all policies and procedures are reviewed at governors with due regard to the equality duty	Governors Principal Staff	Governor for equality duty appointed Governors review all policies with due regard to equality duty	Governor appointed Governors' minutes show appropriate consideration of equality duty
1,2,3	All protected characteristics, disadvantaged pupils and groups mentioned on above	To ensure that equality information is published in line with the equality duty	Principal	Data analysis of various aspects of school life reported to governors termly	School website demonstrates compliance with equality duty Governors' minutes