



Equality Objectives Policy

Reviewed: July 2025

Next Review Date: July 2026

Sir Geoffrey Leigh Academy is located in North West Kent in a diverse social, economic and cultural area. Students are therefore growing up in an increasingly multicultural society where they are subject to various attitudes towards various groups and certain images portrayed in the media and online.

Objective	How this will be achieved	Evidence
Actively promote respect for diversity in all its forms	● Pastoral structure encourages intense support and care with students ● Student Service 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 & Activity Days and assembly programmes. Ensure that all staff receive the training needed to respond effectively to prejudice-related bullying ● Encourage avoidance of stereotyping	● 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 through the cultural diversity student group and events

Ensure all students, irrespective of background and starting points, make good progress over time	● 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	● 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 at Post 16 and beyond
Ensure all students feel safe, welcome and respected Raise aspirations, particularly of the most disadvantaged students	● 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 P16 Pastoral Liaison ● 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 Benchmarks	● Displays around the academy celebrating cultural diversity and encouraging self-esteem in all students ● Bromcom MIS rewards tracking ● Bromcom records ● Student surveys ● Attendance records show spread of engagement Destinations data of disadvantaged ● Academic performance data
Ensure all student wellbeing is accepted as part of a holistic approach to education, irrespective of ability, background and starting points	● Through access to physical activities open to all abilities and backgrounds, both in school and extracurricular ● Through access to wellbeing support via the Student Support Managers ● Encouraging and understanding of good wellbeing through healthy promotions ● Providing support to parents/carers to help tack wellbeing at home	● 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

Reduce the incidence of the use of homophobic, sexist and racist language by students in the school.	● Through staff training to develop strategies ● Through logging incidents and tracking of internal isolations and Fixed Term Exclusions, use of mediation, mentoring and interventions	● Records of staff training ● Bromcom MIS incident tracking ● Bromcom records
To raise the awareness and skills of staff to promote fairness, equality and respect	● Outcomes of staff training (Respect as one of the 3Rs) ● Learning walks of all lessons and particularly tutor time.	● Records of staff training ● OnTrack records of learning walks conducted by leaders
All students to have equal access to a wide range of co-curricular activities	● Through offering a wide range of activities along with the tracking of attendance to the clubs and activities ● Providing financial support for students to access trips and visits	● Records of attendance ● Student and parent surveys

