

Equality Information and Objectives 2023-2024

Academy policy statement on equality and community cohesion

Ormiston SWB Academy is committed to equality both as an employer and a service provider. The Academy will.

- Try to ensure that everyone associated with the Academy is treated fairly and with respect.
- Put in place adequate measures to make sure that our Academy is a safe, secure and stimulating place for everyone.
- Recognise that people have different needs, and we understand that treating people equally does not always involve treating them all the same.
- Recognise that for some students' extra support is needed to help them to achieve and be successful for example those that fall within the protected characteristics.
- Try to make sure that people from different groups and backgrounds are consulted and involved in more decisions, for example through talking to students and parents/carers, and through our Academy & Parent Association.
- Aim to ensure that no-one experiences harassment, less favourable treatment, or discrimination because of their age; disability, ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

The Academy welcomes our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, our specific duties to publish information every year detailing our Academy population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle inequalities and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

The Academy welcomes the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others;

- Students from certain cultural and ethnic backgrounds
- Students who belong to low-income households and students known to be eligible for free Academy meals
- Students who have special educational needs/disabilities
- Boys in certain subjects, and girls in certain other subjects.

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to.

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations between people who share a protected characteristic and people who do not.

Part 1: Information about the student population

Number of students on roll at the Academy.

- Year 7-11: **1073**
- Year 7-13: **1186**

Information on students by protected characteristics.

The Equality Act protects people from discrimination based on "protected characteristics". Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to conduct normal day to day activities.

There are students on roll at the Academy with differing types of disabilities which include;

- Autism
- Diabetes
- Dyslexia
- Mobility issues
- Visual impairment

Pupil Special Educational Needs/Disabilities (SEND) Provision

	Number of students Year 7-11	Percentage of students Year 7-11	Number of students Year 7-13	Percentage of students Year 7-13
No Special Education Needs	870	81.1	976	82.3
Special Education Needs/Disabilities	172	16.0	179	15.1
EHCP	31	2.9	31	2.6
Total	1073		1186	

Ethnicity and Race

	M	F	Total	%		M	F	Total	%
Other Asian background	32	32	64	5.4	Indian	29	30	59	5.0
Other Black background	7	7	14	1.2	Pakistani	0	5	5	0.4
Other White background	40	30	70	5.9	Traveler of Irish heritage	0	0	0	0
Any Other Ethnic group	1	2	3	0.3	White British	379	381	760	64.1
Other mixed background	2	5	7	0.6	White Irish	3	0	3	0.3
Black – African	20	25	45	3.8	White /Asian	12	8	20	1.7
Black – Caribbean	23	22	45	3.8	White/Black – African	2	4	6	0.5
Gypsy/Roma	1	0	1	0.1	White/Black Caribbean	41	36	77	6.5
Chinese	2	3	5	0.4	No information	1	1	2	0.2

Pregnancy and Maternity/Paternity (Year 7-13)

	M	F	Total	%
Students who are pregnant	0	0	0	0
Students or partners who are entitled to maternity/paternity leave	0	0	0	0

Religion and Belief

As a multi-faith Academy, we present all religions as having equal value, and do not seek to promote one religion as more or less valid than others. However, as a multi faith Academy, we recognise that people of religion and belief could experience discrimination and harassment. We try to address this through our robust Core program which looks to impart the importance of diversity of beliefs and respecting differences between people. Mandatory Religious Education is part of the Key Stage 3 Curriculum with learners having the option to pursue Philosophy and Ethics in greater detail at Key Stage 4 and 5.

Gender identity or reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender could experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our students. However, as an Academy we are aware that there may be a number of equality issues for students to identify as part of the LGBTQ+ community.

Information on other groups of students

Ofsted inspections look at how academies help "all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

Students with English as an additional language (EAL) Year 7-11

	M	F	Total	%
Number of EAL Students	68	51	119	11.1

Students from low-income backgrounds Year 7-13

	M	F	Total	%
Number of students eligible for Free School Meals (FSM)	318	316	638	53.8
Pupil Premium students	212	231	443	37.4

Safeguarding/safety

	Total
Looked After Children (LAC)	13
Young Carers (2M 5F)	7

Part 2: Our main equality challenges

This is a summary of the issues that the Academy are most concerned about and are already developing strategies and interventions to tackle some of these concerns;

- To reduce the attainment gap between SEND students and non – SEND students.
- To increase attainment of White British high ability pupil premium boys
- To continue to reduce prejudice related behaviour.
- To further increase the attainment of all groups of students

For some of these issues we have also set and published equality objectives. Details of these are in Part 4 of this document.

Part 3: How we have due regard for equality

The information provided here aims to show the Academy consider equality issues in everything that we do.

Academies are required to have due regard to the need to eliminate discrimination, harassment victimisation and any other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how the Academy is aware of this requirement and how we respond to it. Please contact us or visit our website, if you require further information and would like to see copies of any of our Academy policies.

- As an Academy, we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees
- We have a Staff Code of Conduct which addresses issues about being respectful and professional behaviour to all staff and students.
- We have an Academy Behaviour Policy that ensures that all students are both rewarded and sanctioned appropriately and is viewed fairly and positively by the staff and students alike.
- We have an Anti-bullying Policy for students and deal promptly and effectively with all incidents and complaints of bullying that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion/belief, and sexual orientation.
- We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying incidents.
- We have curriculum provision through citizenship and our CORE programme, delivered during personal tutor time and timetabled lessons that is highly positive, offering memorable experiences and rich opportunities that contribute very well to students' spiritual, moral, social and cultural development. Notably, staff work extremely hard to ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that students may have.
- We have clear procedures for dealing with staff discipline.
- Restorative justice happens between the parties involved so that the unacceptable nature of such incidents is made clear, and incidents are suitably resolved.
- Our Grievance Policy and procedure clearly sets out clear guidance for staff who wish to make formal complaints.
- Our Staff Equal Opportunity Policy – covers the Academy's employees (permanent, temporary, casual, part time and those on fixed term contracts), job applicants and to individuals such as agency staff and consultants, and volunteers who are not employees but who work at the Academy. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We comply with the details set in our Accessibility Policy with regards to the improving access to the curriculum, physical environment, and access to information.
- Our Admission Policy adheres to the guidelines as set by the Local Authority and is strictly followed.
- Our Complaints Procedure sets out how we deal with any complaints relating to the Academy and can be accessed online or obtained at the main reception.
- We have a Special Educational Needs/Disabilities (SEND) Policy that outlines the provision the Academy makes for students with Special Educational Needs which has been updated in line with the Government Reforms Act in 2014. All the categories have been amended in following the amended Code of Practice guidelines.
- The Academy has an E-Safety Policy that takes all E-safety issues very seriously. "Acceptable- Use" policies are signed and adhered to by all students and staff.

Through our CORE and tutor time programmes, we work hard to eliminate discrimination, harassment, and victimisation through its broad range of areas of study within its curriculum. We have a comprehensive

curriculum that addresses SMSC, students are encouraged to think about the world in which they live. Students are encouraged to broaden their understanding of others' beliefs, cultures, and faiths.

We have a vibrant and well-represented student council body made up of student ambassadors that ensure that students have a direct voice to discuss matters that relate to their concerns and overall well-being in Academy and immediate environment. The Academy council is strong and articulate, contributing to whole Academy decision making with students. In addition to this, we have students who have been part of our Diversity and Pride working parties who met regularly to raise the profile of such areas.

The Academy also has a staff body which meets to discuss opportunities within the curriculum where equality and diversity can be further promoted to tweaks to curriculum and through enrichment activities and clubs such as LGBTQ+ clubs which provides an open house for learners to feel listened to.

Parents share initiatives and discuss concerns with the Academy via consultations and contact procedures.

We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the Academy difficult.

We have a Food Policy that recognizes a culturally diverse cuisine and ensures that all students receive a healthy meal each day. Additionally, we address issues related to SMSC through our Academy Nutrition Action Group. Our food policy reflects our commitment to healthy lifestyle and responsibility to our environment regardless of one's socio-economic background.

We understand that attendance plays an integral part in students' achievement at Academy.

Thus, through our Attendance & Punctuality Policy, we investigate any discrepancies that may occur and address inequalities appropriately.

Under the Equality Act 2010, we are required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of individuals and groups of students.

The Academy has an E-Safety Policy that takes all E-safety issues very seriously. Both students and staff must sign.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information

Including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students, gender, SEN, PP, Ethnicity, physical disability is attached at the end of this document.

How we advance equality of opportunity

We support all learners by meeting their individual needs via a Student Passport e.g. by 1:1 withdrawal lesson with specialist learning support staff. Additionally, Individual Programmes of Study are devised to address students' learning needs and to enable access to mainstream curriculum e.g. through adapted resources, multi-sensory learning programmes for students with specific learning difficulties, highly differentiated work for student at all levels. We take steps (reasonable adjustments) to ensure that students are not put at a disadvantage compared to other students, through our use of learning support assistants e.g. large team of LSPs, several with specialist training (e.g. in ASD, Behaviour Management) and we support students in class in order to promote access to the curriculum.

The staff have regular CPD on raising awareness of possible barriers which learners with protected characteristics may face. Examples of such measures include a weekly spotlight on SEND learners and needs, termly reviews of provision mapping, regular reviews of seating plans to ensure learners with needs or processing difficulties are placed where they will receive full support.

We support disabled students' participation in the more physically challenging areas of the curriculum. The Academy has employed teaching assistants who work 1:1 with learners with mobility issues and require a motorised wheelchair when moving around different areas of the school.

How we foster good relations and promote community cohesion?

The work that has been done to develop high aspirations and a culture of success in the Academy also contributes to students' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the Academy community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of Academy life.

We continue to develop a curriculum that supports all students to understand, respect and value difference and diversity through using a variety of training opportunities. e.g. SENDCOs, have delivered training sessions on removing learning barriers through expert scaffolding of essential knowledge and "Assessing of students in need of intervention".

We enable all students to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our CORE & tutor time programme.

We ensure that the curriculum has meaningful and relevant positive images of disabled people. Which enriches the subject.

When appropriate, we use awareness as a tool for tackling bullying or harassment by promoting empathy either individually through restorative conversations with those involved or through small groups/year groups through focused assemblies, PT work and through our CORE programme.

What has been the impact of our activities? What do we plan to do next?

There is no narrowing of the curriculum for any pupils within the Academy.

There has been successful inclusion of SEND students into mainstream classes as well as re-integration from our internal Alternative Provision.

There has been a positive response from main Academy staff to INSET/training/support provided by key staff and through compulsory CPD based on 'Disability Discrimination in Schools', 'Understanding and Managing Behaviour of Pupils with SEND' through the National College platform.

We continue to work closely with all departments to enhance differentiation.

We have significantly reduced suspensions for pupils with SEND (previously called Fixed Term Exclusion)

No pupils who have an Education, Health and Care Plan received a suspension (previously called Fixed Term Exclusion) in 2021/22

A bullying awareness programme is in use with the aim being to support perpetrators to bring about a change in attitudes and behaviour patterns.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups. We operate an Equal opportunities policy and a community cohesion policy with a development plan.

Our aims are to enable our students to.

- Understand that forces of globalisation are redefining the world.
- Understanding the rising skills base and growing aspirations of the major new global economies.
- Understand what being a 'global citizen' means.
- Identify with diversity, interdependence, migration and social justice, conflict resolution and human rights.
- To give young people the chance to discover their own interests and talents.
- Offer safe, structured leisure time, helping to build resilience and self-confidence.
- Develop the school as the key gateway for a range of important services from health to child protection.
- To build a bridge between the classroom and the real world of work, helping students to see how their education is relevant to their future.

How we foster good relations and promote community cohesion?

The Academy actively fosters the spiritual, moral, social, and cultural development of every student through a diverse range of learning opportunities and experiences. For instance, CORE lessons delve into subjects such as diversity, immigration, and community cohesion. In KS3, all students are afforded the chance to explore the experiences of various communities and cultures through dedicated CORE Days and lessons.

We ensure that all students have opportunities to learn about the accomplishments of diverse communities and cultures. In subjects like English and RE, students delve into various cultures and traditions, and we proudly celebrate 'Black History Month' across our curriculum areas.

As students increasingly engage in writing about the contextual background of texts, there is a growing emphasis on diverse cultures. We are actively developing a curriculum that supports all students in understanding, respecting, and valuing differences and diversity. An in-depth Academy audit, evaluating our approach to raising awareness and educating learners about groups with protected characteristics, has been completed. Collaborating with the Local Authority's Social Action and Diversity coordinator, we are reviewing the curriculum to ensure a more comprehensive global and historical account of the contributions of all groups.

Challenging racism and stereotypes are a regular practice, with collaboration with external organizations for in-depth exploration. In the lower Academy, we expose students to books and stories from various cultural backgrounds, organizing food-taster sessions representing different cultures and ethnicities. The RE curriculum explores festivals celebrated worldwide. Students happily celebrate their own cultural events and learn about others, gaining daily insights through assemblies on the experiences and achievements of different communities.

The formation of the Social Action Ambassadors group, comprising diverse learners from Year 11, focuses on specific protected characteristics. Their role involves raising awareness among learners and staff about areas where more work is needed.

CORE and tutor time activities focus on developing student understanding of topics such as race, religion, environment, the media, and society. Registration discussions center around the notion of community and how students contribute to it. Assemblies on world religions are integrated into the CORE program, celebrating world religions through food in the restaurant and music during lesson changes.

Throughout the Academy, we recognize and celebrate diversity in cultural experiences, acknowledging contributions made by others. Events like Black History Month and support for local charities serving the immediate community reflect our commitment. A recent building audit confirmed strong representation of groups from protected characteristics across all floors and subject departments.

The curriculum is enriched with resources providing positive images reflecting the diverse communities of modern Britain. For example, the issue of Modern Britain is covered through a Scheme of Work (SOW) focusing on "Diversity and Being British," fostering students' self-image and understanding of their place in modern Britain.

What has been the impact of our activities? What do we plan to do next?

- We consistently assess and refine our curriculum through ongoing reviews, seeking input from students and collaborating with various professional entities to ensure relevance across all key stages. A diverse staff working group, representative of our personnel, convenes regularly to address potential barriers faced by individuals with protected characteristics. This group concentrates on key curriculum areas, raising awareness of topics not explicitly covered in the national curriculum. Celebrating diversity, we highlight religious festivals through the offerings in our restaurant and awareness assemblies.
- Following an audit of the humanities curriculum by the local authority, deficiencies were identified, prompting a review of medium-term plans within curriculum cycles. Staff and student feedback emphasised the need for a curriculum that better reflects our diverse pupil population. Notable progress has been made, such as the inclusion of a unit on Immigration in the KS3 Humanities curriculum. Further work has also taken place in representing iconic figures with different protected characteristics in different subject areas such as in Science, Technology and Mathematics.
- Pupils acknowledge the school's efforts in promoting awareness of equality, diversity, and inclusion issues, expressing satisfaction with the abundance of information on these matters.
- Our read-aloud program features works and testimonies from authors of diverse backgrounds and sexual orientations, shedding light on their experiences with discrimination.
- The Senior Leadership Team conducted a comprehensive audit to gauge the academy's representation of learners and staff with protected characteristics. As a result, various actions have been implemented and will be closely monitored:
 - Academy signage promotes LGBTQ+ and inclusion. Rainbow symbol present across all floors in posters and publications. The building, signage and Academy publications are produced to include a diverse range of ethnicities that are representative of the Academy population and wider community.
 - The academy calendar is mapped out to include key events in citizenship and key festivities. The consequence grid explicitly references 'hate crime' which involves the treatment of minorities. Training in this area is done on National College for all teaching staff to complete. Consideration is always given when the Academy is promoted both internally and externally.
 - The academy calendar is mapped out to include key events in citizenship and key festivities. All staff complete the reading and declaration of the KCSIE which specifically references children who identify at LGBTQ+
 - All staff complete the reading and declaration of the KCSIE which specifically references gender. Weekly staff training through briefing identifies issues that may well affect one gender more than another but at times, this is discreet and part of the Equality Act 2010.
 - Over representation of female students within the building. Equal representation of contributions made by female (past and present). Specific images breaking stereotypes associated with females (e.g. PE/STEM).
 - The OAT Inset day focussed on Disability Discrimination which was completed by all staff (November 2022).

Gender

We are committed to working for the equality of women and men. Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students) is available at request. We annually monitor the pay gap between differing genders annually.

Gender identity or reassignment

We are committed to ensuring that students and staff who are proposing to undergo, are undergoing, or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment.

However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

The Academy has ensured that gender neutral toilets are available for learners on all floors to remove stigmas associated with gender discrimination.

How we foster good relations and promote community cohesion?

The Academy promotes the spiritual, moral, social, and cultural development of all students. We ensure the inclusion of positive, non-stereotypical images of women and men, girls, and boys in PSHEE, citizenship and assembly through careful selection of the materials used to teach a variety of themes. Assemblies promote positive, non-stereotypical images throughout the year.

We work hard to ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum. All departments challenge sexism and negative stereotypes.

We respond to any sexist bullying or sexual harassment in line with the Academy policies. Incidents are recorded and followed up with all parties involved. All staff have undertaken training and received CPD on Equality, Diversity, and inclusion through the National College CPD platform.

Pregnancy and maternity

We understand that students who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

Religion and belief

We are committed to working for equality for people based on their religion, belief and nonbelief.

The GCSE specification that we follow is designed to "give all students, of any religious persuasion or none, the opportunity to demonstrate their attainment".

The Humanities department have developed a scheme of work which includes reference where possible to religion, belief and non-belief.

Sexual orientation

We are committed to providing a safe environment for all students. We aim to tackle any discrimination faced by students and staff who are lesbian, gay or bisexual.

We do not collect data on the sexual orientation of our students. However, as an Academy we are aware that there may be a number of equality issues for gay, lesbian and bisexual students.

Part 4: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

- **Equality objective 1:** To reduce the attainment gap between SEND students and non – SEND students.
- **Equality objective 2:** To reduce the attainment gap between Disadvantaged students and non-Disadvantaged students (nationally).
- **Equality objective 3:** To achieve a reduction in the number of FTEs for pupil premium and SEN students.
- **Equality objective 4:** To achieve a reduction in prejudice-related behaviour, in relation to homophobia, racism and religious stereotyping.
- **Equality objective 5:** To increase the percentage of boys' attainment in relation to girls' achievement.

Part 5: Information about our employees

As Ormiston SWB Academy have more than 150 employees, we are required to publish information about them. This information aims to provide a profile of our Academy workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are kept anonymous, and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

The Academy employs 186 staff members.

Our staff are employed in the following main groups;

- Teaching staff
- Administrative
- Education Support staff
- Premises staff
- Catering staff

Age

	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	80 and over
Male	0	18	13	9	12	7	1	0
Female	1	31	29	30	24	9	2	0
%	0.01	26.3	22.6	21.0	19.4	0.09	0.02	0

Gender

	Total	%
Male	60	32.3
Female	126	67.7
Other	0	0

The Academy pay due regarding to the gender pay gap or our employees.

Religion and belief

We do not collect data on staff member's' religion and belief. As a multi-faith Academy, we present all religions as having equal value, and do not seek to promote one religion as more or less valid as the others. However, as a multi faith Academy, we recognise that people of religion and belief may experience discrimination and harassment.

Grievances and disciplinary procedures

The Academy encourages employees to address complaints either informally or through formal mediation. Participation in mediation is voluntary and contingent upon the agreement of both parties. If mediation is initiated after the formal grievance procedure has started, the procedure will be temporarily halted while mediation occurs. If mediation does not lead to a mutually acceptable resolution, the formal procedure will resume from the point of interruption.

Equality and diversity training for staff

The Academy provide staff training that includes aspects on "Equal Opportunities".