Equality Information and Objectives 2026-2027

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.

- Strive to ensure that everyone connected with the Academy is treated fairly and with respect.
- Implement proper measures to make sure our Academy is a safe, secure, and engaging environment for all.
- Recognise that people have different needs and that treating everyone equally doesn't always mean treating them exactly the same.
- Understand that some students may require extra support to achieve success, especially those within protected characteristics.
- Make an effort to involve people from different groups and backgrounds in decision-making processes, such as by consulting students, parents/carers, and our Academy & Parent Association.
- Aim to ensure that no one faces harassment, unfair treatment, or discrimination due to their age; disability; ethnicity, colour, or national origin; gender; gender identity or reassignment; marital or civil partnership status; pregnancy or maternity; religion or beliefs; or sexual identity and orientation.

The Academy fully supports our general duty under the Equality Act 2010 to eliminate discrimination, promote equal opportunities, and encourage positive relationships. We are also committed to our specific duties, which include publishing information annually about our Academy's population, showing how we consider equality in our decisions, and setting objectives to address and reduce inequalities.

We also recognise our responsibility under the Education and Inspections Act 2006 to promote community cohesion.

The Academy values the focus in the Ofsted inspection framework on reducing achievement gaps, particularly for:

- Students from certain cultural and ethnic backgrounds
- Students from low-income families or those eligible for free school meals
- Students with special educational needs or disabilities
- Boys in some subjects, and girls in others

The Equality Act 2010 requires us to show how we are working to:

- Eliminate unlawful discrimination, harassment, victimisation, and other prohibited behaviour
- Promote equality of opportunity between those with and without protected characteristics
- Encourage positive relationships between people with and without protected characteristics.

Part 1: Information about the student population

Number of students on roll at the Academy.

- Year 7-11: **1125**
- Year 7-13: **1236**

Information on students by protected characteristics

The Equality Act safeguards individuals from discrimination based on "protected characteristics." As every person possesses several of these characteristics, the Act ensures that everyone is protected from unfair treatment.

Disability

Under the Equality Act, a disability is described as a 'physical or mental impairment that significantly and persistently hinders a person's ability to engage in everyday activities.'

At the Academy, we have students with a range of disabilities, including:

- Autism
- Diabetes
- Dyslexia
- Mobility challenges
- Visual impairments

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	852	75.7%	949	76.8%
Special Education Needs/Disabilities	227	20.2%	239	19.3%
EHCP	46	4.1%	48	3.9%
Total	**1125**		**1236**	

Ethnicity and Race

	M	F	Total	%		M	F	Total	%
Other Asian background	36	30	**66**	**5.3%**	Indian	42	40	**82**	**6.6%**
Other Black background	11	8	**19**	**1.5%**	Pakistani	2	5	**7**	**0.6%**
Other White background	31	35	**66**	**5.3%**	Traveler of Irish heritage	0	0	**0**	**0.0%**
Any Other Ethnic group	1	1	**2**	**0.2%**	White British	351	378	**729**	**59.0%**
Other mixed background	3	9	**12**	**1.0%**	White Irish	0	1	**1**	**0.1%**
Black – African	33	32	**65**	**5.3%**	White /Asian	20	12	**32**	**2.6%**
Black – Caribbean	16	18	**34**	**2.8%**	White/Black – African	8	5	**13**	**1.1%**
Gypsy/Roma	1	0	**1**	**0.1%**	White/Black Caribbean	46	34	**80**	**6.5%**
Chinese	3	3	**6**	**0.5%**	No information/other	9	0	**9**	**0.7%**

Pregnancy and Maternity/Paternity (Year 7-13)

	Total	%
Students who are pregnant	**1**	**0.08**
Students or partners who are entitled to maternity/paternity leave	**0**	**0**

Religion and Belief

As a multi-faith Academy, we embrace all religions with equal respect, ensuring that no belief is regarded as more or less valid than another. We also understand that people of different faiths may sometimes face discrimination or harassment, and we are deeply committed to addressing this. Our Core program is designed to foster understanding, celebrating the beauty of diverse beliefs while teaching the importance of respecting each other's differences.

Religious Education is a key part of the Key Stage 3 curriculum, giving all learners a foundation in exploring various faiths. For those who wish to delve deeper, Philosophy and Ethics are available at Key Stage 4 and 5, allowing students to engage in meaningful discussions about values, beliefs, and the world around them.

Gender Identity and Reassignment

While we do not collect data on students who are planning to undergo, are currently undergoing, or have completed gender reassignment, we want to acknowledge the unique challenges these individuals may face. We understand that discrimination and harassment can be painful experiences, and we are committed to fostering a safe and supportive environment for all students.

Sexual Orientation

Similarly, we do not gather information regarding the sexual orientation of our students. However, we recognize that many students identify as part of the LGBTQ+ community and may encounter specific equality issues. We strive to create an inclusive atmosphere where every student feels valued and respected.

Support for Diverse Student Groups

As part of our commitment to inclusivity, we align with Ofsted's guidelines, which emphasize the importance of supporting all students in making progress. We are dedicated to ensuring that those with diverse needs, dispositions, aptitudes, or circumstances receive the additional support they require to thrive.
Students with English as an additional language (EAL) Year 7-11

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

	M	F	Total	%
Number of EAL Students	84	70	**154**	**12.5**
New to English	3	0	**3**	**1.9%**
Early acquisition	1	1	**2**	**1.3%**
Developing competence	15	14	**29**	**18.8%**
Competent	32	30	**62**	**40.3%**
Fluent	33	25	**58**	**37.7%**
Total	84	70	**154**	**100%**

Students from low-income backgrounds Year 7-13

	M	F	Total	%
Number of students eligible for Free School Meals (FSM)	411	413	**824**	**66.7%**
Pupil Premium students (years 8-11)	254	242	**496**	**55.3%**

Safeguarding/safety

	Total
Looked After Children (LAC) **7M: 10F**	**17**
Young Carers (1M 2F)	**3**

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

Our Responsibilities Under the Equality Act 2010

We recognize our legal obligation to eliminate discrimination, harassment, victimization, and any conduct that contravenes the Equality Act 2010. Below is a summary of our awareness of these responsibilities and the proactive measures we take to fulfill them. If you would like more information or wish to see copies of our Academy policies, please don't hesitate to reach out or visit our website.

- **Monitoring Protected Characteristics**: Whenever appropriate, we strive to maintain accurate records of the protected characteristics of our students and employees to better understand and support our diverse community.
- **Awareness of Equality Act Requirements**: We understand the importance of the Equality Act 2010 and are dedicated to ensuring that discrimination or unfair treatment has no place in our Academy.
- **Staff Equal Opportunity Policy**: Our Staff Equal Opportunity Policy covers all employees and applicants, promoting equal opportunities and non-discrimination in all our employment practices.
- **Anti-Bullying Policy**: We have a robust Anti-Bullying Policy that addresses all incidents, including cyberbullying and prejudice-based bullying related to disability, ethnicity, gender, and sexual orientation. We act promptly and effectively to resolve these issues and ensure a safe environment for all.
- **Incident Recording and Training**: We keep thorough records of bullying incidents and communicate the actions taken to those affected. All staff receive training on how to manage and respond to bullying situations effectively.
- **Curriculum Provision**: Through our CORE program and citizenship education, we offer enriching experiences that contribute significantly to students' spiritual, moral, social, and cultural development. We prioritize guiding student option interviews based on interests and abilities, free from gender, cultural, or social stereotypes.
- **Behaviour Policy**: Our Academy Behaviour Policy promotes a fair and positive approach to rewarding and sanctioning students, ensuring that all actions are viewed as equitable by both staff and students.
- **Grievance Policy**: Our Grievance Policy outlines the process for staff wishing to make formal complaints, ensuring that their voices are heard.
- **Restorative Justice Practices**: When incidents occur, we facilitate restorative justice conversations to ensure that all parties understand the impact of their actions and work toward a resolution.
- **Staff Discipline Procedures**: We have clear procedures in place for addressing staff discipline to maintain a respectful workplace.
- **E-Safety Policy**: Our E-Safety Policy addresses online safety seriously, with all students and staff required to sign and adhere to "Acceptable Use" agreements.
- **Accessibility Policy**: We adhere to our Accessibility Policy to improve access to the curriculum, physical environments, and information for all students.
- **Admissions Policy**: Our Admissions Policy follows the guidelines set by the Local Authority, ensuring fairness and transparency in our processes.
- **Complaints Procedure**: We have a clear Complaints Procedure that details how we handle any concerns related to the Academy, available online or at our main reception.
- **Special Educational Needs and Disabilities (SEND) Policy**: Our SEND Policy outlines the support we provide to students with special educational needs, updated in line with the Government Reforms Act of 2014.

Through our CORE and tutor time programs, we actively work to eliminate discrimination, harassment, and victimisation by exploring a wide range of topics in our curriculum. We encourage students to reflect on the diverse world around them, broadening their understanding of different beliefs, cultures, and faiths.

Student Voice and Representation

We have a vibrant student council comprised of ambassadors who provide a platform for students to voice their concerns and contribute to decision-making at the Academy. Additionally, our Diversity and Pride working groups regularly meet to raise awareness and promote inclusivity within our community.

Our staff also collaborates to identify opportunities for further promoting equality and diversity within the curriculum, enhancing enrichment activities and clubs, such as LGBTQ+ groups, where students can feel supported and heard.

Engaging with Parents and Carers

We prioritize open communication with parents and carers, providing various consultation opportunities and contact procedures. Our goal is to engage effectively with all families, especially those who may find it challenging to connect with the Academy.

Nutrition and Well-Being

We promote equality and inclusion through a Food Policy that recognises and respects the cultural diversity of our Academy community, ensuring that all learners have access to healthy, nutritious meal options each day. Through the work of our Academy Nutrition Action Group, we actively promote healthy lifestyles while remaining mindful of the socio-economic challenges that some families may face. To further support equity and wellbeing, the Academy provides a free breakfast offer for all learners before the start of the school day, helping to ensure that every student begins the day well-nourished, ready to learn and able to engage fully in their education. This universal provision removes potential barriers associated with food insecurity and contributes positively to learners' attendance, concentration and overall wellbeing.

Attendance and Achievement

We recognise that strong attendance and punctuality are essential for academic success and personal development. Through robust attendance monitoring and early intervention, the Academy identifies and addresses barriers that may prevent learners from accessing education on an equal footing with their peers. In addition, all learners have access to free replacement stationery, removing a common barrier to learning for disadvantaged learners and some students with SEND. This ensures that every learner is equipped to participate fully in lessons, supporting engagement, readiness to learn and improved educational outcomes.

Fostering Equality of Opportunity

Under the Equality Act 2010, we are dedicated to advancing equality of opportunity and fostering good relations within our community. This includes actively tackling disadvantages and meeting the needs of specific individuals and groups of students.

Disability

Commitment to Equality

We are dedicated to fostering equality for all individuals, regardless of whether they have a disability. Our aim is to create an inclusive environment where everyone can thrive.

Summary Information

Attached at the end of this document, you will find important data highlighting achievement gaps, inequalities that need to be addressed, and the relationships among various student groups, including gender, special educational needs (SEN), pupil premium (PP), ethnicity, and physical disabilities.

Advancing Equality of Opportunity

We support every learner by tailoring our approach to meet their individual needs and removing barriers to learning through a culture of inclusion. This includes implementing a Student Passport system, which provides teachers with clear strategies and information to support individual learners effectively. Where appropriate, learners may access targeted interventions and bespoke programmes delivered by our specialist learning support team. Individual Programmes of Study are designed to address specific learning needs while ensuring learners maintain access to a broad and ambitious mainstream curriculum. This may involve adapted resources, multi-sensory learning approaches, assistive technology, and highly differentiated learning activities matched to individual needs.

Over the past year, the Academy has placed a significant emphasis on strengthening inclusive classroom practice through a programme of focused professional development. Staff have engaged in extensive CPD centred on Quality First Teaching through the lens of inclusion, ensuring that adaptive teaching strategies form part of everyday classroom practice. Examples include the effective use of assessment for learning techniques, such as mini whiteboards and targeted questioning, scaffolded learning, explicit literacy support, and carefully planned classroom routines that enable all learners to participate successfully.

To ensure no learner is disadvantaged, reasonable adjustments are implemented through collaborative planning between teachers, leaders and our dedicated team of Learning Support Assistants (LSAs). SEND provision maps are regularly reviewed and are routinely evaluated through learning walks, lesson drop-ins and quality assurance activities to ensure that agreed strategies are consistently embedded in classroom practice. Our LSAs, many of whom have specialist training in areas such as Autism Spectrum Disorder (ASD), speech and language needs, and behaviour support, work alongside teaching staff to promote independence, engagement and full access to learning.

Staff participate in ongoing continuing professional development focused on understanding and overcoming the barriers that learners with protected characteristics may face. This includes regular spotlight training on individual SEND needs, reviews of provision mapping, consideration of seating plans and classroom environments, and the sharing of evidence-informed strategies that support inclusion and belonging.

We are also committed to ensuring that disabled learners can participate fully in all aspects of Academy life, including physically demanding areas of the curriculum. Specialist support is provided where required for learners with mobility needs, enabling them to access the school environment safely and confidently. Through personalised support, appropriate resources and reasonable adjustments, we strive to ensure that all learners can participate, achieve and thrive alongside their peers.

Fostering Good Relations and Promoting Community Cohesion

The initiatives we have implemented to cultivate high aspirations and a culture of success within the Academy also significantly contribute to our students' spiritual, moral, social, and cultural (SMSC) development. By modelling mutual respect and upholding strong moral values, our staff and governors work diligently to ensure that learners receive consistent messages across all facets of Academy life.

We are committed to developing a curriculum that helps all students understand, respect, and appreciate diversity. This includes providing various training opportunities for staff, such as sessions led by our Special Educational Needs Coordinators (SENDCOs) on how to remove learning barriers through effective scaffolding of essential knowledge and identifying students in need of intervention.

We ensure that all students learn about the experiences of disabled individuals and the discriminatory attitudes they may encounter, incorporating these themes into our CORE and tutor time programs. Furthermore, we strive to include meaningful and positive representations of disabled people within our curriculum, enriching students' learning experiences.

When necessary, we use awareness initiatives to address bullying or harassment, fostering empathy through restorative conversations with individuals involved or through group activities, including focused assemblies, personal tutoring sessions, and our CORE program.

Impact of Our Activities and Future Plans

In line with the Equality Act 2010, we are proud to affirm that there has been no narrowing of the curriculum for any learners within the Academy. All learners, including those with Special Educational Needs and Disabilities (SEND), are fully included within mainstream classes and are supported to access an ambitious curriculum through high-quality adaptive teaching. Our approach focuses on scaffolding learning and removing barriers to participation rather than reducing curriculum entitlement or omitting challenging content. As a result, learners with SEND continue to access the same breadth of learning opportunities as their peers while receiving appropriate support to achieve success.

The impact of this approach is reflected in learner outcomes. SEND learners achieved outcomes in English and mathematics that compared favourably to national figures, with attainment at Grade 4+ in English and Mathematics basics exceeding national SEND performance. These outcomes demonstrate the positive impact of our commitment to inclusion, high expectations and Quality First Teaching.

Recognising that some learners require additional support to overcome barriers created by disrupted learning or previous absence, the Academy has identified specialist subject teachers to work with learners within our Pupil Referral Unit, where there is a disproportionately high number of learners with SEND. This targeted academic support has strengthened curriculum access, improved engagement and helped bridge gaps in learning, enabling learners to successfully reintegrate into mainstream lessons where appropriate.

Over the past year, the Academy has further strengthened its SEND capacity through significant investment in staff development. Three additional members of staff have undertaken SENDCo training, increasing the expertise available across the Academy and enabling learners' needs to be identified and addressed more rapidly. This enhanced capacity has improved the quality and timeliness of support, ensuring that learners receive appropriate intervention at the earliest opportunity.

Academy staff have responded positively to the extensive programme of inclusion-focused professional development. Mandatory CPD has equipped staff with a deeper understanding of their responsibilities under the Equality Act 2010 and has further enhanced classroom practice. Training has included areas such as disability discrimination, adaptive teaching, and understanding and managing the behaviour of learners with SEND, supported through partnership working with local specialist services.

Moving forward, we remain committed to further developing inclusive classroom practice through rigorous monitoring of Quality First Teaching, effective use of provision maps, and ongoing professional development. By continuing to strengthen adaptive teaching, curriculum access and learner support, we aim to ensure that every learner, regardless of need or protected characteristic, can participate fully, achieve highly and thrive within our Academy community.

Ethnicity and race (including EAL learners)

Our institution is dedicated to promoting equality for all ethnic groups through our comprehensive Equal Opportunities Policy and Community Cohesion Policy, supported by a detailed development plan.

Educational Aims for Our Students

We strive to equip our students with the following competencies:

- **Global Understanding**: Recognise how globalisation reshapes our world.
- **Skills and Aspirations**: Appreciate the expanding skills base and aspirations of emerging global economies.
- **Global Citizenship**: Comprehend the essence of being a 'global citizen.'
- **Social Awareness**: Identify key concepts such as diversity, interdependence, migration, social justice, conflict resolution, and human rights.
- **Personal Growth**: Encourage young people to explore their individual interests and talents.
- **Resilience and Confidence**: Provide safe and structured leisure opportunities that enhance resilience and self-confidence.
- **Access to Essential Services**: Position the school as a vital gateway for crucial services, from health to child protection.
- **Real-World Connections**: Bridge the gap between education and the workplace, helping students understand the relevance of their learning to their future careers.

Fostering Good Relations and Promoting Community Cohesion

Our Academy actively promotes the spiritual, moral, social, and cultural development of all students through diverse learning opportunities and experiences. CORE lessons delve into topics such as diversity, immigration, and community cohesion. All Key Stage 3 students engage in CORE Days and lessons designed to expose them to the experiences of various communities and cultures.

We celebrate the contributions of different cultures throughout our curriculum. For instance, students learn about diverse traditions in English and Religious Education, and we prominently feature 'Black History Month' across all subject areas.

To enhance cultural understanding, students are encouraged to explore the contextual background of texts, emphasising the significance of diverse cultures. We are committed to developing a curriculum that fosters respect and appreciation for differences. Our Academy recently completed a comprehensive audit to assess our effectiveness in raising awareness and educating learners about protected characteristics. In collaboration with the Local Authority's Social Action and Diversity coordinator, we have reviewed our curriculum to ensure it encompasses a global perspective and a historical account of all groups' contributions. We actively confront racism and stereotypes, collaborating with external organizations to address these issues. Our lower Academy features literature from various cultural backgrounds, complemented by food-tasting events that celebrate diverse culinary traditions. In our Religious Education curriculum, we examine festivals celebrated globally, allowing students to share their cultural events and learn about others in a supportive environment. Daily assemblies provide additional insights into the experiences and achievements of various communities.

CORE and tutor time activities are designed to deepen students' understanding of critical topics such as race, religion, the environment, media, and society. During Personal Tutor time, students engage in meaningful discussions about community contributions and their roles within it.

We celebrate cultural diversity and acknowledge contributions made by various groups through initiatives such as Black History Month and support for local charities serving our community. Our recent building audit confirmed strong representation of protected characteristic groups across all levels and subject departments. Senior leaders and student ambassadors will continue to evaluate building displays to ensure they accurately reflect and represent our community.

Our curriculum is enriched with resources that depict the diverse communities of modern Britain. For example, our Scheme of Work on "Diversity and Being British" cultivates students' self-image and understanding of their place in contemporary society. Our literacy strategy incorporates the cultural calendar, featuring excerpts and articles from authors of diverse backgrounds. Furthermore, we celebrate various festivals and cultures through music during transition periods between lessons, with careful consultation with staff and students to ensure inclusivity and respect for all groups.

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

Following a comprehensive review of our curriculum and learning environment, informed by audits, staff and pupil voice, and consultation with external partners and professional bodies, we have enhanced several aspects of our curriculum to ensure it is increasingly inclusive, representative and reflective of the diverse society in which our learners live. Particular attention has been given to the Humanities curriculum, recognising its unique role in helping learners understand different perspectives, celebrating contributions from diverse communities, and critically explore both historical achievements and injustices in a meaningful and balanced way.

Feedback received from the local authority during previous reviews, alongside the wider national focus on developing more representative curricula, has been instrumental in shaping our long-term approach to curriculum development. This work has evolved over several years through ongoing reflection, review and consultation. In line with the Equality Act 2010 and the Public Sector Equality Duty, we remain committed to eliminating discrimination, advancing equality of opportunity, and fostering good relations between people from different backgrounds. Through continual curriculum refinement, we strive to ensure that all learners can see themselves positively represented within their education, whilst developing an appreciation and understanding of the experiences, perspectives and contributions of others.

The Academy actively celebrates the diversity of its community and promotes a culture of belonging, respect and ambition for all. This is reflected through the recognition of learners' countries of heritage, displays celebrating cultures and traditions from across the world, and subject-specific representation of influential figures from a wide range of backgrounds. Learner achievements are celebrated throughout the Academy, ensuring that the rich diversity, talents and aspirations of our community are visible and valued.

Whilst we are proud of the progress made, we recognise that equality, diversity and inclusion require continuous reflection and development. We remain committed to regularly reviewing our curriculum, policies, practices and learning environment to ensure they are inclusive, equitable and accessible for all. Through robust quality assurance processes and ongoing engagement with learners, staff, families and external partners, we will continue to strengthen our provision and uphold the principles of equality, diversity and inclusion that underpin our Academy values.

Gender

Our Commitment to Equality and Inclusion

At our Academy, we are deeply committed to promoting equality between women and men, ensuring that all individuals, regardless of gender, are given the same opportunities to thrive. In line with the Equality Act 2010, we work tirelessly to close any gaps in attainment and address any inequalities that may exist. We regularly review our performance against both national and local benchmarks and are happy to share this information with those who request it. Each year, we also closely monitor pay gaps between different genders, ensuring that fairness and equality are at the heart of our practices.

Supporting Gender Identity and Reassignment

We fully recognize and respect the experiences of those who are proposing to undergo, are currently undergoing, or have undergone gender reassignment. Under the Equality Act 2010, we are committed to protecting all students and staff from any form of discrimination or harassment related to gender identity or reassignment.

Although we do not collect specific data on gender reassignment, we understand that individuals on this journey may face unique challenges and discrimination. Our priority is to ensure a safe and supportive environment for everyone. As part of this commitment, we have introduced gender-neutral toilets across all floors, providing an inclusive space for all learners and helping to remove any stigma around gender discrimination.

Fostering Good Relations and Community Cohesion

At the heart of our Academy is a dedication to promoting the spiritual, moral, social, and cultural development of all our students. We are intentional about fostering an environment where equality and diversity are celebrated. Through our PSHEE, citizenship curriculum, and assemblies, we ensure that positive and non-stereotypical images of women and men, girls and boys, are regularly showcased. This helps break down harmful stereotypes and encourages a culture of respect and understanding.
Every department across our Academy is committed to challenging sexism and negative gender stereotypes in the classroom. If incidents of sexist bullying or sexual harassment do occur, we respond promptly and in line with our policies. We record and address every incident with care and sensitivity, supporting all parties involved. To ensure we maintain a supportive and inclusive environment, all staff have undergone comprehensive training on Equality, Diversity, and Inclusion through the National College CPD platform.

Supporting Students Through Pregnancy and Maternity

We understand the challenges that students who are pregnant or have recently had a baby may face. Under the Equality Act 2010, we are committed to supporting these students, ensuring they do not face discrimination and have the resources and care they need to continue their education successfully.

Religion and Belief

We believe in the importance of equality for all, regardless of religion, belief, or non-belief. The Equality Act 2010 guides us in creating a space where all students feel respected and valued, no matter their faith background. Our GCSE curriculum is thoughtfully designed to provide students of any religious persuasion, or none, the opportunity to succeed. Our Humanities department has worked hard to include diverse perspectives on religion, belief, and non-belief, ensuring that all voices are heard and respected.

Supporting Sexual Orientation Equality

We are committed to creating a safe and inclusive environment for all students, including those who identify as lesbian, gay, or bisexual. While we do not collect specific data on the sexual orientation of our students, we understand that there are equality challenges that LGB students may face. Our goal is to ensure that any discrimination is swiftly addressed and that all students feel supported, protected, and free to express themselves fully.

By embedding the principles of the Equality Act 2010 in everything we do, we are working to create a school community where everyone—regardless of their gender, identity, beliefs, or orientation—is treated with dignity, respect, and care.

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.

Action Plan for Objective 1: Narrow the Attainment Gap for SEND Students

- Implement targeted interventions to support SEND students' learning needs.
- Regularly monitor and analyse progress data for SEND and non-SEND students.
- Provide professional development for staff on inclusive teaching strategies.
- Engage parents and caregivers in supporting SEND students' learning journey.

Action Plan for Objective 2: Narrow the Attainment Gap for Disadvantaged Students

- Identify key areas where disadvantaged students struggle compared to non-disadvantaged peers.
- Develop tailored support programs focusing on literacy, numeracy, and well-being for disadvantaged students.
- Collaborate with external agencies to provide additional resources and opportunities.
- Track and review the attainment of disadvantaged students regularly to ensure consistent progress.

Action Plan for Objective 3: Reduce Fixed-Term Exclusions for Pupil Premium and SEN Students

- Implement a behaviour support framework to address the needs of pupil premium and SEN students at risk of exclusion.
- Provide early intervention strategies for students displaying challenging behaviour.
- Train staff in de-escalation techniques and inclusive discipline practices.
- Monitor exclusion data and use it to inform adjustments to support strategies.

Action Plan for Objective 4: Reduce Prejudice-Related Behaviour

- Develop and deliver workshops and campaigns focused on promoting understanding of diversity, including homophobia, racism, and religious stereotyping through a robust CORE
- Foster a school-wide culture of respect and inclusion through regular assemblies and classroom discussions.
- Establish a clear reporting and response system for prejudice-related incidents.
- Monitor and analyse incidents of prejudice-related behaviour to measure progress and adjust strategies accordingly.

Action Plan for Objective 5: Increase Boys' Attainment in Relation to Girls' Achievement

- Implement targeted programs to engage boys in learning, with a focus on addressing areas of underperformance.
- Use data to identify specific subjects or skill areas where boys lag behind and design interventions to close the gap.
- Promote positive male role models and mentoring opportunities to inspire higher aspirations.
- Regularly assess and compare the progress of boys and girls to track the impact of initiatives.

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 **210** staff members.

Our staff are employed in the following main groups;

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

Age

	Under 25	25-34	35-44	45-54	55-64	65+
Male	5	15	17	7	6	7
Female	4	30	27	27	28	7
%	5%	25%	24.4%	18.9%	18.9%	7.8%

Gender

	Total	%
Male	57	31.7%
Female	123	68.3%
Other	0	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 all employees to settle complaints either informally or by formal mediation. Mediation is voluntary and will only take place with the agreement of both parties. Where mediation is agreed once the formal grievance procedure has been started, the formal procedure will be adjourned whilst the mediation takes place. In the event that no mutually acceptable solution is reached through mediation, the procedure will be reconvened at the point of adjournment.

Equality and diversity training for staff

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