

Equality Information and Objectives 2025-2026

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: **1112**
- Year 7-13: **1221**

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	869	79	965	80
Special Education Needs/Disabilities	190	17.3	200	16.6
EHCP	40	3.6	42	3.5
Total	1099		1207	

Ethnicity and Race

	M	F	Total	%		M	F	Total	%
Other Asian background	40	35	75	6.2	Indian	37	33	70	5.8
Other Black background	11	8	19	1.6	Pakistani	1	5	6	0.5
Other White background	37	40	77	6.4	Traveler of Irish heritage	0	0	0	0
Any Other Ethnic group	1	2	3	0.2	White British	357	371	728	60.3
Other mixed background	2	8	10	0.8	White Irish	3	0	3	0.2
Black – African	26	26	52	4.3	White /Asian	18	12	30	2.5
Black – Caribbean	13	20	33	2.7	White/Black – African	5	5	10	0.8
Gypsy/Roma	1	0	1	0.1	White/Black Caribbean	44	34	78	6.5
Chinese	3	4	7	0.6	No information	1	3	4	0.3

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 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 recognise 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 emphasise 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

	M	F	Total	%
Number of EAL Students	78	71	149	12.3
Number of students at early stage of English acquisition				
Competent				
Developing competence				
Early acquisition				
Fluent				
Total				

Students from low-income backgrounds Year 7-13

	M	F	Total	%
Number of students eligible for Free School Meals (FSM)	322	334	656	54.3
Pupil Premium students (years 8-11)	233	229	462	38.3

Safeguarding/safety

	Total
Looked After Children (LAC)	17
Young Carers (2M 5F)	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 recognise our legal obligation to eliminate discrimination, harassment, victimisation, 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 fulfil 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 prioritise 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 prioritise 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 have a Food Policy that embraces cultural diversity, ensuring all students receive healthy meals each day. Through our Academy Nutrition Action Group, we address the importance of a healthy lifestyle while considering each student's socio-economic background.

Attendance and Achievement

We understand that attendance is crucial to student achievement. Our Attendance & Punctuality Policy allows us to investigate any discrepancies and address inequalities to support all students in their academic journeys.

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. This includes implementing a Student Passport system, which facilitates one-on-one withdrawal lessons with our specialised learning support staff. We also design Individual Programmes of Study that address each student's unique learning requirements, ensuring their access to the mainstream curriculum. This may involve the use of adapted resources, multi-sensory learning programs for students with specific learning difficulties, and highly differentiated work suited for students at all levels.

To ensure that no student faces disadvantages, we make reasonable adjustments through the support of our dedicated learning support assistants (LSAs). Our team of LSAs, many of whom have specialized training in areas such as autism spectrum disorder (ASD) and behaviour management, actively assist students in the classroom, promoting full access to the curriculum.

Our staff engages in regular continuing professional development (CPD) focused on raising awareness of potential barriers that learners with protected characteristics may encounter. Examples of these initiatives include weekly spotlights on SEND learners and needs, termly reviews of provision mapping, and regular assessments of seating arrangements to ensure that students with specific needs or processing difficulties are appropriately supported.

We also prioritise the participation of disabled students in physically demanding areas of the curriculum. Our Academy has hired teaching assistants who work one-on-one with learners who have mobility challenges, ensuring they can navigate the school environment comfortably, including those who use motorised wheelchairs.

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 students within our Academy. All students, including those with Special Educational Needs and Disabilities (SEND), are fully included in mainstream classes. We have effectively facilitated their learning by monitoring a Quality First teach where scaffolding to access knowledge is the strategy rather than the omission of subject areas deemed to be inaccessible. In line with our approach to a Quality First teach we have identified key subject staff to work with our learners in our Pupil Referral Unit which has a disproportionate number of learners with some form of SEND. In this way we have started to bridge gaps which can appear from longer absences from classroom learning. The Academy has invested in training a further three members of staff with a keen interest in SEND to become qualified SENDCos and in doing so the needs of the learners is being met in a more efficient time scale.

Academy staff have positively received the INSET training and support provided by key personnel. Our compulsory Continuing Professional Development (CPD) sessions cover vital areas such as "Disability Discrimination in Schools" and "Understanding and Managing Behaviour of Pupils with SEND," with the latter supported by the Wolverhampton Outreach Service, which has delivered three whole-school CPD sessions.

We remain committed to working closely with all departments to enhance differentiation practices, ensuring compliance with the Equality Act 2010, and providing every student with the tailored support they need to thrive.

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 facilities through audits, staff and pupil feedback, and consultation with external professional bodies, we have revised certain aspects of our curriculum, with particular emphasis on the Humanities department. It is recognised that this area of study serves as a key platform for addressing historical grievances and achievements, ensuring they are incorporated into learning in a meaningful way.

The feedback from the local authority, aligned with the national focus on addressing gaps in the curriculum, has been instrumental in shaping this initiative. In line with the Equality Act 2010, which promotes the absence of curriculum and the advancement of equal opportunities, we have strived to create a more inclusive and representative curriculum.

While progress has been made in addressing these imbalances, we are fully aware that there is still significant work to be done. We are committed to continuing this important line of education, ensuring that ongoing quality assurance and review processes are in place to meet the principles of equality and inclusion as outlined in the Equality Act.

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.
- 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 179 staff members. A breakdown of specific equality and diversity metrics can be found in Appendix 1 – Staff Equality And Diversity Report below.

Our staff are employed in the following main groups:

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

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

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 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".

Appendix 1 – Staff Equality And Diversity Report

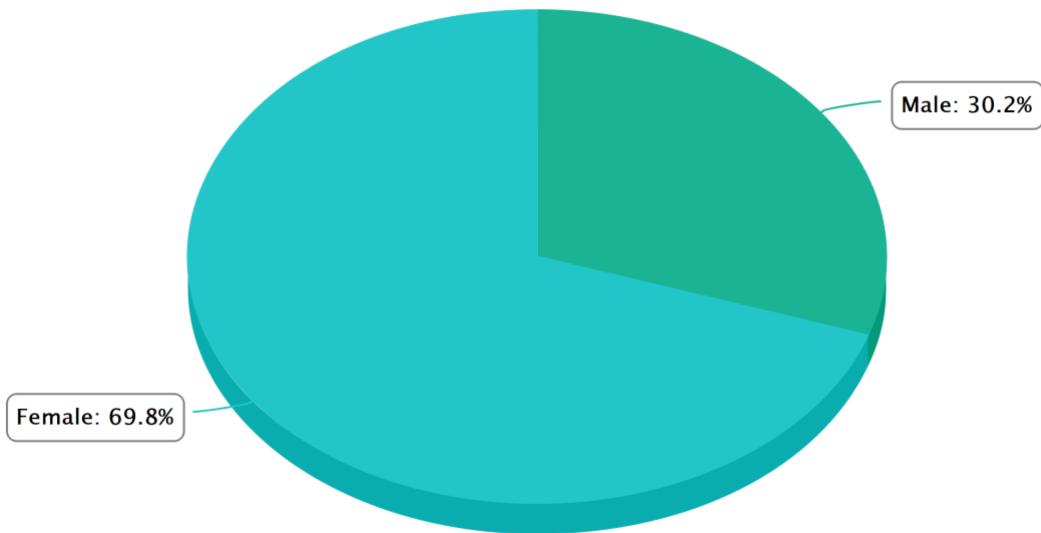
This document shows all required figures for Equality And Diversity Reporting.

Employee Numbers

Total Number of Employees: 179

Employees By Gender Details

Number of Female Employees: 125
Number of Male Employees: 54



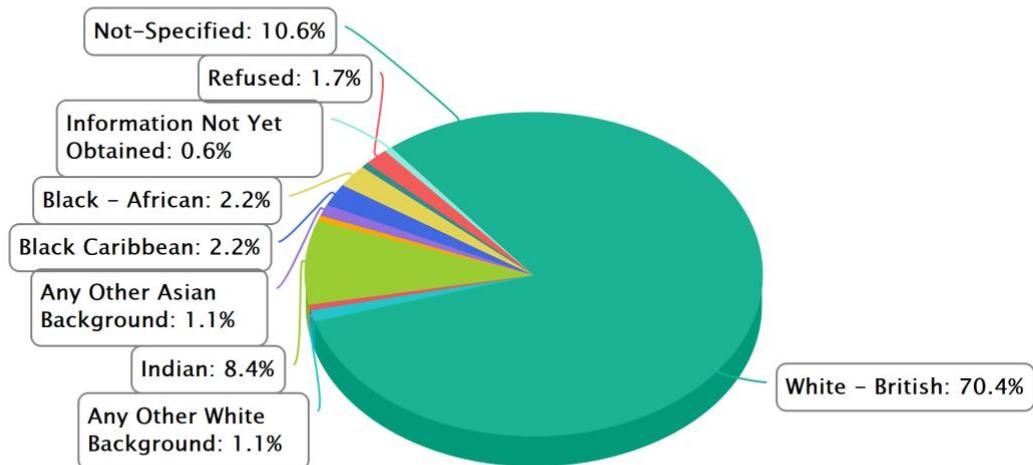
*The graph shows employees by gender as a percentage of total employees

Employees By Ethnicity Details

Number of Not-Specified Employees:	19
Number of Any Other Asian Background Employees:	2
Number of Any Other Black Background Employees:	1
Number of Any Other White Background Employees:	2
Number of Black - African Employees:	4
Number of Black Caribbean Employees:	4
Number of Indian Employees:	15
Number of Information Not Yet Obtained Employees:	1
Number of Pakistani Employees:	1

Number of Refused Employees: 3
Number of White - British Employees: 126
Number of White and Black Caribbean Employees: 1

Employees By Ethnicity Graph

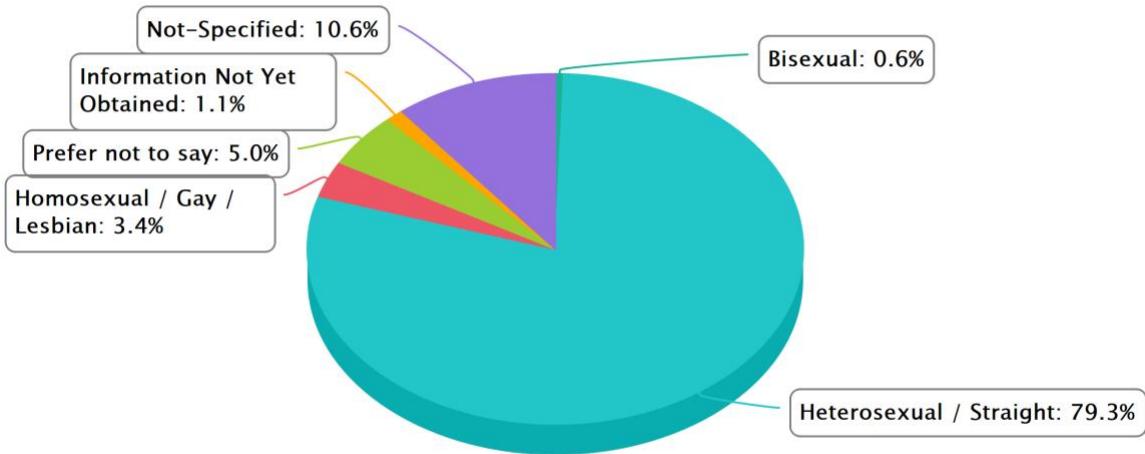


*The graph shows employees by ethnicity as a percentage of total employees

Employees By Sexual Orientation Details

Number of Not-Specified Employees: 19
Number of Bisexual Employees: 1
Number of Heterosexual / Straight Employees: 142
Number of Homosexual / Gay / Lesbian Employees: 6
Number of Information Not Yet Obtained Employees: 2
Number of Prefer not to say Employees: 9

Employees By Sexual Orientation Graph

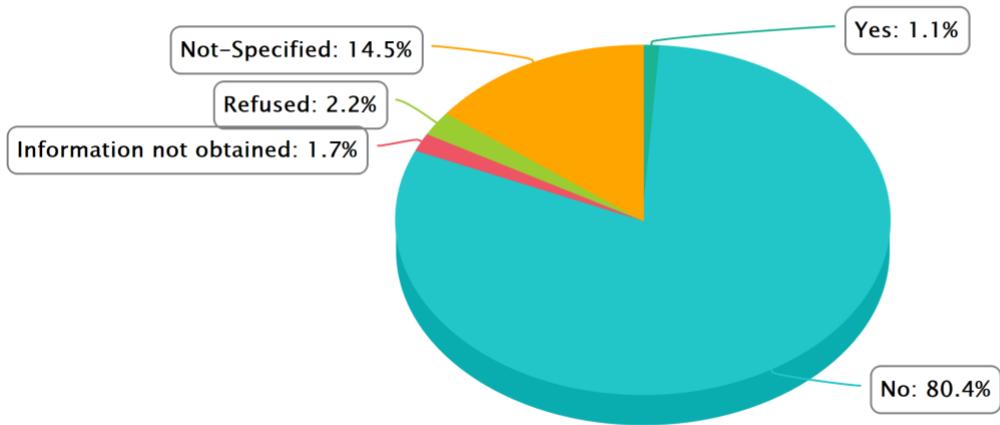


*The graph shows employees by sexual orientation as a percentage of total employees

Employees By Disability Details

Number of Not-Specified Employees:	26
Number of Information not obtained Employees:	3
Number of No Employees:	144
Number of Refused Employees:	4
Number of Yes Employees:	2

Employees By Disability Graph

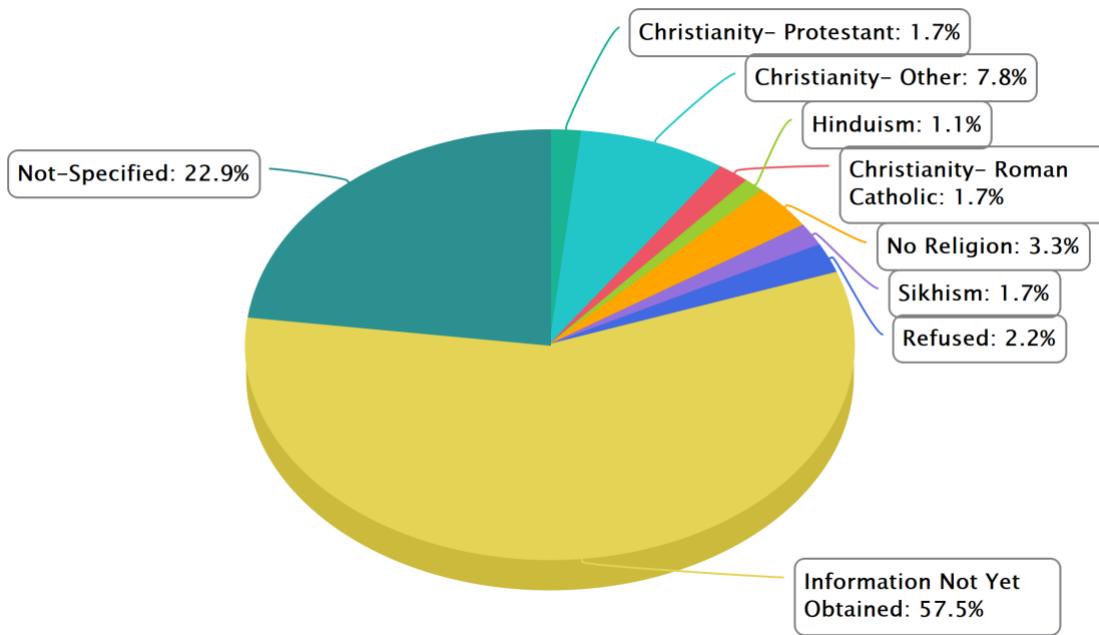


*The graph shows employees by disability as a percentage of total employees

Employees By Religion Details

Number of Not-Specified Employees:	41
Number of Christianity- Other Employees:	14
Number of Christianity- Protestant Employees:	3
Number of Christianity- Roman Catholic Employees:	3
Number of Hinduism Employees:	2
Number of Information Not Yet Obtained Employees:	103
Number of No Religion Employees:	6
Number of Refused Employees:	4
Number of Sikhism Employees:	3

Employees By Religion Graph

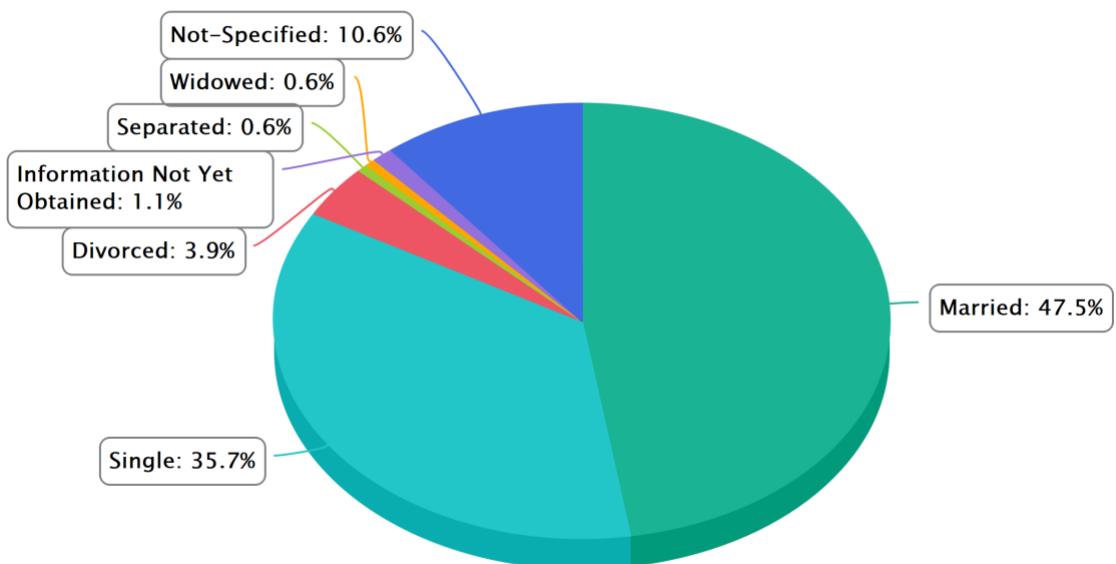


*The graph shows employees by religion as a percentage of total employees

Employees By Marital Status Details

Number of Not-Specified Employees:	19
Number of Divorced Employees:	7
Number of Information Not Yet Obtained Employees:	2
Number of Married Employees:	85
Number of Separated Employees:	1
Number of Single Employees:	64
Number of Widowed Employees:	1

Employees By Marital Status Graph



*The graph shows employees by marital status as a percentage of total employees