



ORMISTON NEW ACADEMY

Equality Information, Objectives and Action Plan

March 2024

Academy policy statement on equality and community cohesion

Ormiston NEW Academy is committed to promoting equality and diversity as well as a culture that actively values difference and recognises that people from different backgrounds and experience can bring valuable insights that enhance our academy for both staff and students. Ormiston NEW Academy aims to be an inclusive academy, where diversity is valued, respected and built upon and reflects the community it serves.

Ormiston NEW Academy is committed to ensuring that both members of staff and students are treated fairly in an environment which is free from any form of discrimination with regard to the following nine protected characteristics as outlined by the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race (includes colour, nationality and ethnic origins)
- religion and or belief
- sex
- sexual orientation

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information. The general equality duty is set out in section 149 of the Equality Act 2010. In summary, this aims to:

- Eliminate unlawful discrimination, harassment and victimisation, by tackling prejudice and promoting understanding.
- Foster good relationships between people who share a protected characteristic and those who do not.
- Advance equality of opportunity between people who share a protected characteristic and those who do not by:
 - Removing or minimising disadvantage suffered by people due to their protected characteristic.
 - Taking steps to meet the needs of people with certain protected characteristics where these are different to the needs of other people, including taking steps to take account of disabled people's disabilities.
 - Encouraging people with certain protected characteristics to participate in public life or in other activities where their proportion is disproportionately low.

In all our activities we act in accordance with the equality act and our equality policy which can be found on our [website](#).

As part of this we will:

- Publish information every year about our academy population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish an equality action plan to show how we plan to tackle particular inequality challenges specific to our context

The Governors and staff of Ormiston NEW Academy understand that compliance with the General Equality Duty is a legal obligation that will better inform decision making and policy development. They further recognise that achieving the aims stated will ensure the academy is able to successfully meet the needs of our diverse population of students and to draw on the talents of a diverse local community, thus ensuring our staff and governors better represent the wider community that we serve.

Our plans to meet these objectives will be monitored annually.

How we have due regard for equality

The information below is a summary of how the Academy is aware of this particular 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 policies.

To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards individuals with protected characteristics we:

- Ensure related policies are in place – including anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, more able, and SEN
- Give due regard of equality issues in decisions and changes we make – engaging with and consulting students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do
- Have in place an accessibility plan
- Have an induction process for new arrivals and ensure that the admission arrangements do not disadvantage groups of students
- Monitor and report on exclusions and all incidents of harassment and discrimination
- Provide adequate training for all staff members and governors including safeguarding and SEN issues
- Follow our published complaints procedure
- Adhere to non-discriminatory employment practices
- Have in place staff and student codes of conduct
- Have a balanced curriculum with an activity and enrichment programme that is accessible to all students
- Provide additional support and apply reasonable adjustments where necessary
- Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them
- Track and monitor identified groups and their access and performance and aim to reduce gaps between groups
- Have an E-Security and E-Safety Policy that take all E-safety issues seriously. ‘Acceptable- Use’ policies are signed and adhered to by all students and staff.
- Keep a record, where appropriate of the protected characteristics of our students and employees

Through our Citizenship and PSHE education, we work hard to eliminate discrimination, harassment and victimisation. We have a comprehensive curriculum that addresses SMSC and students are encouraged to think about the world in which they live as well as broaden their understanding of others’ beliefs, cultures and faiths.

We have a vibrant and well-represented student council that ensures students have a direct voice to discuss matters that relate to their concerns and overall well-being in the academy and its immediate environment. The academy council is strong and articulate, contributing to whole academy decision making with students.

We understand that attendance plays an integral part in students’ achievement at academy. Thus, through our Attendance Policy, we investigate any discrepancies that may occur and aim to address inequalities appropriately.

Information about our student population

Number of students on roll at the academy;

- Years 7 – 11 **903**
- Years 7 – 13 **1008**

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 carry out normal day to day activities. There are students on roll in the academy with different types of disabilities and these include;

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

Special Educational Needs (SEN) Provision (Years 7 – 13)

	Number of students	Percentage of students
No Special Educational Need	856	84.9%
Special Educational Needs	152	15.1%
EHCP	17	1.7%
Total	1008	100%

Ethnicity and Race (Years 7 – 11)

	M	F	Total	%		M	F	Total	%
Other Asian background	14	19	33	3.3	Indian	52	57	109	10.8
Other Black background	3	1	4	0.4	Pakistani	19	13	32	3.2
Other White background	42	38	80	7.9	Traveller of Irish heritage	0	0	0	0
Any other Ethnic group	14	8	22	2.2	White British	167	133	300	29.8
Other mixed background	11	20	31	3.1	White Irish	0	0	0	0
Black – African	58	67	125	12.4	White Asian	6	16	22	2.2
Black – Caribbean	14	28	42	4.2	White/Black – African	1	8	9	0.9
Gypsy / Roma	3	3	6	0.6	White/Black – Caribbean	40	33	73	7.2
Chinese	0	0	0	0	No information	1	2	3	0.3
Refused	2	3	5	0.5	Bangladeshi	0	4	4	0.4

Pregnancy and Maternity/Paternity

There is currently no students in the academy who is pregnant and will be entitled to maternity leave.

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.

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 may 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 gay, lesbian and bisexual students.

Students from low income backgrounds

	M	F	Total	%
Number of students eligible for FSM	267	284	551	54.7
Pupil Premium Students	241	262	503	49.9

Safeguarding / Safety

	M	F	Total	%
Looked After Children	0	1	1	0.1
Young Carers	1	3	4	3.9

Information about our employees

Ormiston NEW Academy has less than 150 employees and therefore is not required to publish this data. The academy uses any data collected about its staff demographic to inform policies, decisions and the objectives detailed on this document.

Equality Action Plan

We have identified three key objectives we wish to focus on for the calendar year ahead with the aim of improving our practice with respect to equality. These objectives are detailed below with actions that we believe will help us to meet them.

Objective	Targets and Actions	Responsible Staff	Completion Date	RAG
To eliminate homophobic, sexist, racist language and prejudices amongst the students	■ Staff training on disability discrimination to be completed to enable staff to understand direct and indirect disability discrimination.	LCE	Nov-22	Green
	■ Staff training to be completed empowering all staff to recognise and tackle inappropriate sexualised/sexist language and prejudice	KCE	Oct-22	Green
	■ Tutor time activities, including assemblies, directly relating to prejudicial language and the harm it can cause.	KCE	Jul-23	Yellow
	■ Create LGBTQ+ safe space for students and staff to discuss issues and concerns pertaining to members of the LGBTQ+ community	KCE	Dec-23	Yellow
	■ Recognise and celebrate religious festivals/ celebration days of our school community	KCE	Ongoing	Yellow
To ensure all students and staff have equal access to academy facilities and opportunities, including enrichment activities and career pathways	■ Ensure accessibility for all within Fire Evacuation Procedures	AWB	Ongoing	Yellow
	■ Review and develop current transition plans with feeder primary schools to target students who may benefit from additional support to close discriminatory gaps	JML	Sep-23	Green
	■ Publish mental health and wellbeing policy	KCE	Jul-24	Red
	■ Ensure equal opportunity for all with enrichment activities	MWN	Ongoing	Yellow
	■ Ensure all students receive appropriate careers advice and guidance, particularly at key transition points (years 11 and 13)	VFN	Ongoing	Yellow
	■ Ensure students with SEND receive appropriate access arrangements for examinations where required	RGN	Ongoing	Green
To ensure that all students and staff feel able to make a complaint on the grounds of discrimination and know how to do so	■ Ensure all related OAT policies are in place	RWR / NOC	Ongoing	Green
	■ Training for students to know who to report to and what type of incident should not be tolerated	LCE	Ongoing	Yellow
	■ Staff training regarding procedures for logging complaints	AWB	Jul-23	Green
	■ Sexual harassment and racism logs in place and monitored - reduction in incidents when reviewed on a half termly basis	LCE / KCE	Ongoing	Yellow