

Equality within the academy

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information. The aim for this is 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 share it
- Foster good relations between people who share a protected characteristic and people who do not share it

In all our activities we act in accordance with the equality act and our equality policy (*available on our website ormistonventureacademy.co.uk*)

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 equality objectives to show how we plan to tackle particular inequalities and improve what we do

At the academy we work together to eliminate all forms of discrimination, harassment and victimisation. Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.

Our academy population is predominately 'white-British' and there are roughly equal number of boys and girls although this differs in some year groups. We have a greater than average number of students who are eligible for free school meals. Children come from a varied socio-economic background. 36% of our students have been identified as having special educational needs, well above the national average.

Our academy improvement plan is compiled each year in discussion with all staff and governors. This makes use of comments from parents and students and aims to address inequalities that are shown through our data and raised through dialogue with all our stakeholders. Our aim is always to ensure that all students reach their full potential and make good progress.

Equality objectives (Last reviewed – September 2022)

Objective

Success criteria

<p>To further support the LGBTQ+ community by engaging with external partners and organisations to bring a range of input</p>	<p>Ormiston Venture Academy engages with a range of external partners thereby offering further specialist support for members of the LGBTQ+ community</p>
<p>To eradicate any gaps in attendance and progress between groups of students with SEND</p>	<p>All groups of students attendance and progress is above that of comparable groups nationally and in line with other groups within the academy.</p>

Equality information (Last reviewed – September 2022)

Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

- The relative difference in rates of attendance and progress between students with Special Educational Needs and those with no identified Special Educational Needs;
- The relative difference in rates of attendance and progress between disadvantaged and non-disadvantaged students.

How we have due regard to our duty

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the academy.

We are committed to working for the equality of all our students. 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, HPA, and SEND;
- 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 / report on exclusions and all incidents of harassment / discrimination;
- Providing 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 (Ready to learn);
- Have a balanced curriculum with an activity / 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;
- Keep a record, where appropriate of the protected characteristics of our students and employees;

How we are performing

- In 2021-22 Academy attendance remained better than the national average for secondary schools.
- For the last set of full attendance data in 2019-20 (not effected by Covid) the Attendance and persistent absence levels of Pupil Premium students were significantly better than the national picture, with attendance for this cohort 1.64% above the national figure.
- Similarly in 2019-20 this trend was replicated for students with an identified special educational need (K code), who's attendance was 0.7% higher than the national average for secondary schools.
- And in 2019-20 the rate of persistent absence for boys was substantially below the national average, standing at 2.3% below the national figure.
- The progress of the majority of groups overall is greater than 0 (boys, girls, disadvantaged, SEND on support (K code), low and mid prior attaining students).
- Disadvantaged students continue to make significantly greater progress overall (2019 + 0.39 and 2020 +0.48, 2022 +0.28) than all students nationally due to the continued high level of work put in across all year groups and subjects to support a significant proportion of our cohort who join us with disadvantaged backgrounds.
- Low Prior Attainers continue to make good progress (2019 +0.79, 2020 +0.80, 2022 +0.62) due to a range of strategies to support them through the curriculum.
- The progress of boys has improved (2019 +0.58, 2020 +0.77) although an internal gap is there to be closed with girls.

Below details latest issues that we have consulted members of the academy community on:

Who we consulted	Summary	Action Taken
OAT Student and Safeguarding Survey	Additional focus on British Values and Prevent	Incorporated into SMSC Curriculum

Below is an example of the latest way we have considered equality issues when making decisions:

Policy or Decision	Equality issues we considered	Action taken or changes made
SMSC curriculum, SRE curriculum	Gender reassignment issues, homelessness	Lessons modified to ensure inclusivity

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 906.

*Confidentiality – Guarantees of confidentiality are given to all individuals who provide monitoring information or who take part in surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping. **These are highlighted in yellow.***

		The academy		National (if known)	
		Number	%	%	
Gender	Male	450	50		
	Female	456	50		
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	816	90	64.9
		Irish			
		Gypsy or Irish Traveler			
		Any other White background	26	3	6.8
	Mixed / multiple ethnic groups	White and Black Caribbean			
		White and Black African			
		White and Asian			
		Any other Mixed/Multiple ethnic background	15	1.7	2.4
	Asian / Asian British	Indian			
		Pakistani			
		Bangladeshi			
		Chinese			
		Any other Asian background	19	2.1	1.9
	Black / African / Caribbean / Black British	African			
		Caribbean			
		Any other Black / African / Caribbean background			
Other ethnic group	Arab				
	Any other ethnic group				
	Information refused				
	Information not obtained				
Disability	Mobility and Physical Impairments	14	1.5		
	Spinal cord injury				
	Head / brain injury				
	Visual impairment				
	Hearing impairment				

	Balance disorders			
	Developmental impairment	58	6.4	
	Cognitive impairment			
	Specific learning disability	180	20	
	Information refused			
	Information not obtained			
Special Educational Needs (SEN)	No specified special educational need	592	65	
	School Action	280	31	
	Statemented / Education Health and Care Plan (EHCP)	34	4	
Religion	No religion	770	85	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	104	11	
	Buddhist			
	Hindu			
	Jewish			
	Muslim			
	Sikh			
	Any other religion	20	2.2	
	Information refused			
Information not obtained				
Pregnancy and maternity	Students who are pregnant			
	Students who have recently given birth			
Information on other groups	Students with English as an additional language (EAL)	59	6.5	
	Children Looked After (CLA)			
	Young Carers	28	3	
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available on the academy website.			

Diversity of our workforce

The academy employs less than 150 staff members 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.