

EQUALITY STATEMENT

ORMISTON VENTURE ACADEMY

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. A greater than average number 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 2024)

OBJECTIVE	SUCCESS CRITERIA
To eradicate any gaps in attendance between groups of students with SEND	All groups of students’ attendance is above that of comparable groups nationally and in line with other groups within the academy.
To ensure the site meets the needs of students with mobility related physical disabilities	Bespoke physiotherapy curriculum and facilities implemented for relevant students

Equality information (Last reviewed – September 2024)

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 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 between students with Special Educational Needs and those with no identified Special Educational Needs;

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 suspensions and all incidents of harassment / discrimination;
- Providing adequate training for all staff members and governors including safeguarding and SEND issues;
- Follow our published complaints procedure;
- Adhere to non-discriminatory employment practices;
- Have in place staff and student codes of conduct (The Venture Way system)
- 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

Below details previous 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 CASH curriculum

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

Policy or Decision	Equality Issue	Action Taken
CASH curriculum, SRE curriculum	Gender reassignment issues Homelessness	Lesson modified to ensure inclusivity and sensitive follow up

Understanding our academy community

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.**

Total number of students on the roll at the academy is 910 (Data taken as of September 2024)

			The academy	
			Number	%
Gender	Male		477	52.42%
	Female		433	47.58%
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	779	85.60%
		Irish		
		Gypsy or Irish Traveler		
		Any other White background	40	4.40%
	Mixed / multiple ethnic groups	White and Black Caribbean		
		White and Black African		
		White and Asian		
		Any other Mixed/Multiple ethnic background	12	1.32%
	Asian / Asian British	Indian	12	1.32%
		Pakistani		
		Bangladeshi		
		Chinese		
	Black / African / Caribbean / Black British	Any other Asian background	18	1.98%
		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		16	1.76%
	Spinal cord injury			
	Head / brain injury			
	Visual impairment			
	Hearing impairment			
	Balance disorders			
	Developmental impairment			
	Cognitive impairment		99	10.88%
	Specific learning disability		79	8.68%
	Information refused			

	Information not obtained		
Special Educational Needs (SEN)	No specified special educational need	626	68.79%
	School Action	228	25.05%
	Statemented / Education Health and Care Plan (EHCP)	53	5.82%
Religion	No religion	620	68.13%
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	156	17.14%
	Buddhist		
	Hindu	13	1.43%
	Jewish		
	Muslim		
	Sikh		
	Any other religion		
	Information refused		
	Information not obtained	13	1.43%
	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)	55	6.04%
	Children Looked After (CLA)		
	Young Carers	31	3.41%