

Equality Information and Objectives

Promoting equality and community cohesion at Ormiston Rivers Academy

At Ormiston Rivers we have a strong commitment to fairness and equality in everything that we do.

- We aim to ensure that every person within the academy is treated fairly and with respect.
- We work hard to make sure that the academy is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always mean treating them all exactly the same; rather it means recognising their differences, understanding and embracing these.
- We recognise that for some students extra support may be needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions; for example through talking to students and parents/carers, and through liaison with our Student Leadership Team.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.
- We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations, and we work hard to positively promote this.
- We also welcome our specific duties to publish information about our academy population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages within our own academy and community.

We welcome the emphasis on the importance of narrowing gaps in achievement which affect, amongst others:

- Students from certain ethnic and cultural backgrounds
- Students who are supported by the student premium
- Students who are disabled
- Students who have special educational needs
- Boys in certain subjects, and girls in certain other subjects.

Our key contacts at Ormiston Rivers in relation to equalities are:

- Ms Jenny Tovey (SENCo)
- Mrs Clare Scott (Assistant SENCo)

Please contact Mrs Clare Scott in the first instance.

Number of students on roll at the academy: 1083

Information on students by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The protected characteristics are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Disability

The Equality Act 2010 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 at our academy with different types of disabilities and these include: Hearing disabilities, physical disabilities, visual disabilities, health problems and specific learning and behavioural disabilities such as dyslexia and ADHD.

Student Special Educational Needs (SEND) Provision

Number of students & percentage (%) of academy population

| | |
|-------------------------|-------------|
| Special Education Need: | 193 (17.7%) |
| SEND Support: | 166 |
| Statement/EHCP: | 25 |

Ethnicity and race

Percentage of (%) of academy population

Any other black background (0.18%)
Gypsy/Roma (0.37%)
Indian (0.09%)
Other ethnic group (0.37%)
Other mixed background (0.73%)
Refused (0.37%)
White Irish (0.46%)
White and Asian (1.93%)
White and Black African (0.46%)
White and Black Caribbean (1.19%)
White Eastern European (0.09%)
White Other (0.73%)
White British (93.02%)

Gender reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. Although it is rare for students to undergo a process of gender reassignment, when this happens it will always be managed with care and sensitivity. We recognise that people who are undergoing a process to reassign their gender may experience discrimination and harassment. Our behaviour policy promotes safety for all groups of students, regardless of gender identity. We will always tackle any incidents of transgender bullying whether these are directed at students, teachers and other members of staff, parents and carers, or transgender people in the community.

Sexual orientation

We do not collect data on the sexual orientation of our students. We are aware that there may be a number of equality issues for gay, lesbian and bisexual young people. We take seriously any incidents of homophobic bullying and use of homophobic language, such as use of the word 'gay' to mean something is bad or rubbish.

We record incidents regarding sexual discrimination or homophobic bullying and report these to Governors and the local authority. Our behaviour policy promotes safety for all groups of students, regardless of sexuality. We support students to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and the setting up of lunchtime meetings for those who wish to share or find out about different sexual orientations.

The public sector equality duty

We are aware that under the Equality Act 2010 it is unlawful to discriminate, harass and victimise a person because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.

We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees. Our home-academy agreement sets out the standards of behaviour we expect from all students, including respect for others. We have an academy behaviour policy that includes the need for the academy to act upon bullying of all types and forms. We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.

We provide training to all staff in relation to dealing with bullying and harassment incidents. We have a special educational needs policy that outlines the provision the academy makes for students with disabilities and special educational needs. Our Accessibility Plan increases the extent to which all students can participate in the curriculum, improves the physical environment of the academy and increases the availability of accessible information to disabled students. Our admission arrangements provide opportunity to identify and to support any student who has a protected characteristic. Our complaints procedure sets out how we deal with any complaints relating to the academy.

We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices. We have procedures for addressing staff discipline, conduct and grievances. We have a staff code of conduct that sets out the standards of professional behaviour expected from all members of staff.

Disability

How we advance equality of opportunity

We support disabled learners and staff by meeting their individual needs. We take reasonable adjustments to ensure that disabled students are not put at a disadvantage compared to other students. We will ensure that there is consultation with disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf. We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of the academy and increases the availability of accessible information to disabled students.

How we foster good relations and promote students' spiritual, moral, social and cultural development

We enable all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience.

We ensure that the curriculum has positive images of disabled people. The academy tackles bullying or harassment on the basis of special education need or disability. We tackle prejudice and any incidents of bullying based on disability.

Ethnicity and race (including EAL learners)

How we advance equality of opportunity

We set targets to improve the attainment and progression rates of particular groups of students. We identify and address barriers to the participation of particular groups in learning and other activities. We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups. We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups. Where possible, we link with groups, organisations and projects to provide a greater appreciation of cultures, languages, and religion to foster harmony and tolerance of one and another

How we foster good relations and promote students' spiritual, moral, social and cultural development

We provide all students with opportunities to learn about the experiences and achievements of different communities and cultures. We ensure that the curriculum challenges racism and stereotypes. We take part in events such as Black History Month and Holocaust Memorial. The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain. We have set up an Anti-Racism Committee.

Gender How we advance equality of opportunity

We monitor the attainment and progress of all our students by gender. We set targets to improve the attainment and rates of progress of particular groups of boys and girls. We are identifying and addressing barriers to the participation of boys and girls in activities. We ensure that gender stereotypes in subject choices, careers advice and work/university experience are avoided. We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment. We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice. Both male and female parents and carers are encouraged to be involved in the work of the academy and contribute to their children's learning and progress.

How we foster good relations and promote students' spiritual, moral, social and cultural development

We ensure we respond to any sexist bullying or sexual harassment in line with the academy policies. We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes. Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum

Religion and belief

How we advance equality of opportunity

We study a variety of religions and beliefs in RE / Ethics.

How we foster good relations and promote students' spiritual, moral, social and cultural development

Our curriculum, including RE / Ethics, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values. The RE curriculum enables students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination. We ensure we respond to bullying or harassment on the basis of faith and belief. We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as antisemitism and Islamophobia.

Sexual orientation

How we advance equality of opportunity

Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families. We have carefully considered how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay students to understand and respect difference and diversity.

We ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation.

How we foster good relations and promote students' spiritual, moral, social and cultural development:

We support students to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the curriculum and other opportunities such as assemblies.

Posters and pictures around the academy are selected to reflect the full range of cultures that attend the academy and to promote equality.

Part 2: 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 regularly review the progress we are making to meet our equality objectives.

Equality objectives:

- Closing the attainment gaps between “groups” of learners, with a particular focus on boys and disadvantaged students.
- To eradicate use of racist (including antisemitic language), sexist and homophobic language.
- Developing our curriculum so that we continue to refresh and enhance opportunities.
- or learning about diversity and tolerance.
- Ensuring Ormiston Rivers Academy governors and staff are appropriately trained in equality and diversity so that they are empowered to support and encourage the value of fairness and difference in the academy and community they serve.

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