

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.

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 with a four-percentage point variance between female and male students across the academy with some fluctuations between year groups. 6.6% of our students come from 'Any other white background' with many of them cultural links to Eastern Europe. 15.3% of our students come from BAME backgrounds, representing a growing shift in the demographic of the local area. 22.6% of our students receive SEND support, 10 percentage points higher than 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 – March 2024

Objective	Success criteria
Ensure that all students receive rigorous and meaningful instruction on living in diverse societies	Assemblies, PSHE and RE lessons are planned in response to student need identified through behavioural surveys, data and student voice
Reduce the gap between exclusions of students with protected characteristics and those without.	Gap has reduced to significantly below national average and currently remains one of the lowest amongst the OAT East academies.
Reduce the gap between lesson removals for students with protected characteristics and those without.	Data shows a continuing trend of a narrowing of the gap. Data shows SEND students accessing the alternative SEND pathway – LRC – when lesson removal occurs
Develop consistent and strong systems of reporting for discriminatory incidents.	<p>Staff CPD on misogyny, bullying, LGBT awareness, Reporting systems on Classcharts and CPOMS have been refined to make reporting succinct</p> <p>Reporting of discrimination by students is dealt with rapidly via student surveys and students report it is being dealt with appropriately.</p>
Ensure all students have equal opportunities to access the curriculum	<p>Induction program for EAL students, including Flash Academy</p> <p>Dictionaries available for students in home language</p> <p>SEND students have access to laptops, reading pens, TA support, as appropriate.</p>

Equality information

Last reviewed – March 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 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.

- Misogynistic influencers and their impact on students within the academy
- Racist rhetoric in the local community and the impact this has on behaviours of students within the school
- Creating opportunities to openly educate and celebrate the diverse backgrounds of our students and their families.
- Building strong and consistent responses to discrimination events

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, more able, gifted and talented 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
- 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

- The academy has developed Care Values which underpin all aspects of Academy Life
- Character education is prioritised within the PSHE curriculum and Form Time activities
- Student voice groups meet regularly with SLT
- A Kindness Charter has been implemented and Kindness Ambassador Programme with training from externals including The Diana Award
- Student Leadership includes posts for students to develop strategies to support SEND students and tackle EDI issues

Links to other document

- [Equality and Diversity Policy](#)
- [Equality Statement](#)
- [General Equality Duty](#)

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 831.

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.

			The academy		National 2023	
			Number	%	%	
Gender	Male		434	52.2	50.4	
	Female		397	47.8	49.6	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	625	75		
		Irish	0	0		
		Gypsy or Irish Traveller	4	0.58		
		Any other White background	55	6.6		
	Mixed / multiple ethnic groups	White and Black Caribbean		5	0.6	
		White and Black African		7	0.8	
		White and Asian		9	1.1	
		Any other Mixed/Multiple ethnic background		2	3.4	
	Asian / Asian British	Indian		58	0.6	
		Pakistani		0	0.0	
		Bangladeshi		5	0.6	
		Chinese		0	0.0	
		Any other Asian background		11	1.3	
	Black / African / Caribbean / Black British	African		0	0	
		Caribbean		0	0	
		Any other Black / African / Caribbean background		28	3.4	
	Other ethnic group	Arab		1	0.1	
Any other ethnic group		29	3.5			
Information refused			13	1.6		
Information not obtained			6	0.7		
Disability	Mobility and Physical Impairments		34	4.1		
	Spinal cord injury		0	0		
	Head / brain injury		2	0.2		

	Visual impairment	10	1.2	
	Hearing impairment	8	0.9	
	Balance disorders	3	0.4	
	Developmental impairment	2	0.2	
	Cognitive impairment	78	9.4	
	Specific learning disability	72	8.7	
	Information refused	0	0	
	Information not obtained	0	0	
Special Educational Needs (SEN)	No specified special education need	179	21.5	
	SEN Support	188	22.6	12.4
	Statemented / Education Health and Care Plan (EHCP)	9	1.1	2.4
Religion	No religion	431	51.9	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	239	28.8	
	Buddhist	0	0	
	Hindu	5	0.6	
	Jewish	7	0.8	
	Muslim	13	1.6	
	Sikh	0	0	
	Any other religion	26	3.1	
	Information refused	65	7.8	
Information not obtained	44	5.3		
Pregnancy and maternity	Students who are pregnant	0	0	
	Students who have recently given birth	0	0	
Information on other groups	Students with English as an additional language (EAL)	110	13.2	18.3
	Children Looked After (CLA)	3	0.4	
	Young carers	21	2.5	
	Students in receipt of Pupil Premium funding	351	42.2	27.1
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available here .			

No Information was available on the following protected characteristics:

- Gender reassignment – The academy does not have any information on whether any of the students on roll had reassigned their gender
- Sexual identity – The academy does not have information on whether any of the students on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked

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.

No Information was available on the following protected characteristics:

- Gender reassignment – The academy does not have any information on whether any member of staff had reassigned their gender
- Sexual identity – The academy does not have information on whether any member of staff identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked