

## 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 which is available on the school website [here](#), as well as our intent documentation which can be found [here](#).

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 1 percentage point variance between female and male students across the school with some fluctuations between year groups. 5% of our students come from "Any Other White Background", with most of these students having cultural links to Eastern Europe. 13% of our students come from BAME or mixed ethnicity backgrounds, which represents a noticeable demographic shift in the area towards a more diverse community. We have half the number of BAME students compared to national average, although we have a more diverse student body than the average for Norfolk. 17% of our students receive SEND support, which is 3 percentage points higher than 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 May 2023

Objective	Success criteria
Reduce the gap between exclusions of students with protected characteristics and those without.	Gap has reduced to below the national average as a minimum expectation of success.
Ensure that all students receive rigorous and meaningful instruction on living in diverse societies.	<ul style="list-style-type: none"> <li>- The "Social Curriculum" is rolled out to all KS3 students.</li> <li>- Citizenship and PSHE lessons are planned in response to student needs identified through behavioural data.</li> </ul>
Reduce the gap between lesson removals for students with protected characteristics and those without.	<ul style="list-style-type: none"> <li>- Data shows a narrowing of the gap.</li> <li>- Data shows SEND students accessing alternative behavioural management strategies when lesson removals occur (IFL)</li> </ul>
Develop consistent and strong systems of reporting of discriminatory incidents.	<ul style="list-style-type: none"> <li>- All staff have attended CPD relevant to their role and self-identified needs around an element of discrimination (ableism, LGBT+ discrimination, racism, misogyny).</li> <li>- Reporting systems on ClassCharts and CPOMS are refined to make reporting easier.</li> <li>- Students report that they feel that reports of discrimination are recorded and dealt with appropriately in student surveys.</li> </ul>
ECT SEND Link system implemented.	<p>Observation and visit data shows that lesson visits are better used to develop adaptations for children with special educational needs.</p> <ul style="list-style-type: none"> <li>- Fewer SEND students removed from ECT lessons.</li> <li>- Lesson observation data in ECT Year 2 demonstrates improved outcomes for SEND students in ECT lessons.</li> </ul>

## Equality information

Last reviewed – 06/2023

### 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

- SEND removals for behaviour issues.
- Misogynistic influencers and their impact on young people within the academy.
- Racist rhetoric in the local community and the impact that this has on behaviours of students within the school.
- Building strong and consistent responses to discrimination events.
- Creating opportunities to openly celebrate and educate upon the diverse backgrounds of our 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, more able, gifted and talented 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 / 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 Social Curriculum is being rolled out across years 7,8 and 9 as of 2023/4
- The academy has developed an Allyship Pledge which is signed by students and staff each academic year.
- Teaching roles at Ormiston Victory Academy are advertised nationally alongside information about OAT relocation bursaries in order to encourage a more diverse workforce which more accurately reflects the experiences of our student body.
- All teaching staff received training from Allsorts Youth Project on LGBT+ issues in the 2021/22 academic year with top-up training provided in the 2022/23 academic year.
- Student voice groups meet on Equality and LGBT+ issues regularly.
- Student leadership includes posts for students to develop strategies to support SEND students and tackle EDI issues.

## Understanding our academy community

### Our student population

Total number of students on the roll at the academy is 1326

*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 (if available)
			Number	%	%
Gender	Male		673	50.8	
	Female		653	49.2	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	1027	77.5	
		Irish	1	0.1	
		Gypsy or Irish Traveller	3	0.2	
		Any other White background	74	5.6	
	Mixed / multiple ethnic groups	White and Black Caribbean	5	0.4	
		White and Black African	18	1.4	
		White and Asian	14	1.1	
		Any other Mixed/Multiple ethnic background	25	1.9	
	Asian / Asian British	Indian	6	0.5	
		Pakistani	6	0.5	
		Bangladeshi	6	0.5	
		Chinese	5	0.4	
		Any other Asian background	23	1.7	
	Black / African / Caribbean / Black British	African	24	1.8	
		Caribbean	2	0.2	
		Any other Black / African / Caribbean background	12	0.9	
	Other ethnic group	Arab	-		
		Any other ethnic group	21	1.6	
	Information refused		21	1.6	
	Information not obtained		33	2.5	
Disability	Mobility and Physical Impairments		14	1.1	
	Spinal cord injury		-		

	Head / brain injury	-		
	Visual impairment	4	0.3	
	Hearing impairment	3	0.2	
	Balance disorders	-		
	Developmental impairment	108	8.1	
	Cognitive impairment	14	1.1	
	Specific learning disability	58	4.4	
	Information refused	-		
	Information not obtained	-		
Special Educational Needs (SEN)	No specified special educational need	1098	82.8	
	SEND support (K)	185	14.0	
	Education Health Care Plan (EHCP)	43	3.2	
Religion	No religion	688	51.9	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	306	23.1	
	Buddhist	1	0.1	
	Hindu	2	0.2	
	Jewish	-		
	Muslim	42	3.2	
	Sikh	-		
	Any other religion	20	1.5	
	Information refused	61	4.6	
	Information not obtained	206	15.5	
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)	135	10.2	
	Children Looked After (CLA)	11	0.8	
	Young carers	21	1.6	
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available <a href="#">here</a> .			

No Information was available on the following protected characteristics:

- Gender reassignment – The academy does not collect 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

As of 1 May 2023 the academy employs 193 (including Exam Invigilators) staff members. Our staff are employed in the following main groups:

- Teaching staff
- Support staff

			Number	% of all staff
Gender	Male		58	30%
	Female		135	70%
Age	Under 21		8	4.2%
	21-30		41	21.2%
	31-40		50	25.9%
	41-50		41	21.2%
	51-60		33	17.0%
	61-70		17	8.9%
	71-80		3	1.6%
	Over 80		0	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	159	82.4%
		Irish	3	1.6%
		Gypsy or Irish Traveller	0	0
		Any other White background	9	4.7%
	Mixed / multiple ethnic groups	White and Black Caribbean	1	0.5%
		White and Black African	0	0
		White and Asian	0	0
		Any other Mixed/Multiple ethnic background	0	0
	Asian / Asian British	Indian	1	0.5%
		Pakistani	1	0.5%
		Bangladeshi	0	0
		Chinese	0	0
		Any other Asian background	0	0

	Black / African / Caribbean / Black British	African	0	0
		Caribbean	0	0
		Any other Black / African / Caribbean background	0	0
	Other ethnic group	Arab	0	0
		Any other ethnic group	1	0.5%
	Information refused		0	0
	Information not obtained		18	9.3%
Disability	Mobility and Physical Impairments		1	0.5%
	Spinal cord injury		0	0
	Head / brain injury		0	0
	Visual impairment		0	0
	Hearing impairment		1	0.5%
	Balance disorders		0	0
	Developmental impairment		0	0
	Cognitive impairment		1	0.5%
	Specific learning disability		0	0
	Information refused		0	0
	Information not obtained		190	98.5%
Religion	No religion		78	40.4%
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)		44	22.9%
	Buddhist		0	0
	Hindu		0	0
	Jewish		1	0.5%
	Muslim		0	0
	Sikh		0	0
	Any other religion		0	0
	Information refused		2	1%
	Information not obtained		68	35.2%
Pregnancy and maternity	Staff members who are pregnant		2	1%
	Staff members who have recently given birth		4	2%

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