

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 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 predominantly "White British" with a 1.7 percentage point variance between female and male students across the school with some fluctuations between year groups. 6.4% of our students come from "Any Other White Background", with most of these students having cultural links to Eastern Europe. 18.7% 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. 20% 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 Jan 2025

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"> - Ongoing - Citizenship and PSHE lessons are planned in response to student needs identified through behavioural data.
Reduce the gap between lesson removals for students with protected characteristics and those without.	<ul style="list-style-type: none"> - Data shows a narrowing of the gap. - Data shows SEND students accessing alternative behavioural management strategies when lesson removals occur (IFL) *Please see the "how we are performing" section for more information.
Develop consistent and strong systems of reporting of discriminatory incidents.	<ul style="list-style-type: none"> - There is a rolling programme of annual CPD allowing staff access to training relevant to their role and self-identified needs (how to tackle or discuss ableism, LGBT+ discrimination, racism, or misogyny). - Ongoing – Review the CPD calendar at the start of every academic year to ensure that staff are regularly trained on how to best use the established reporting system for bullying and discriminatory events within the academy. - Students report that they feel that reports of discrimination are recorded and dealt with appropriately in student surveys.
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"> - Ongoing data collection to monitor SEN behaviour outcomes with a view to ensure that fewer SEND students are removed from ECT lessons. - Lesson observation data in ECT Year 2 demonstrates improved outcomes for SEND students in ECT lessons.

Equality information

Last reviewed – 01/2025

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 internally on exclusions and all incidents of harassment / discrimination
- Provide adequate training for all staff members and governors on issues of equality, discrimination and bias, 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 has been rolled out across years 7,8 and 9 as of 2024/5
- 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 employed during the 2022/23 academic year received training from Allsorts Youth Project on LGBT+ issues 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.
- There is a well established reporting system in place for staff to record incidents of discrimination at the academy. A team of staff who are trained to do so offer support and education to those involved based upon close monitoring of these reports.
- The reporting system for discrimination events underwent whole staff review and feedback, and has remained unaltered and in place since Summer term 2023/24. Data collection of this forms the basis for targeted intervention with specific clusters of students.
- There is an ongoing schedule of in-house CPD delivered by members of the EDI team to upskill staff in challenging, reporting, and educating on EDI issues as a part of the academy CPD programme.
- As per previous documented action plan and our ongoing targets, the SEND ECT Link data records the ratio of positive to negative behaviour events recorded by Early Career Teachers for SEN and non-SEN students. These ratios are within 10% variance for ECTs and this is in line with the behaviour ratios found in the behaviour logs of established teachers across the academy.
- Reducing the gap between lesson removals for students with SEN / other protected characteristics and those without: Staff and system reviews of the IFL and HIVE behavioural reset system have informed the refinement of this system over the 2023/24 academic year. This system is reducing the number of removals from lesson to RTL and Inclusion rooms, however significant data reporting on this issue requires that the refined IFL system remain in place throughout the 2024/25 academic year.

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 1478

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		714	48.3		
	Female		764	51.7		
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	1087	73.5		
		Irish				
		Gypsy or Irish Traveller				
		Any other White background	95	6.4		
	Mixed / multiple ethnic groups	White and Black Caribbean				
		White and Black African	12	0.8		
		White and Asian	17	1.2		
		Any other Mixed/Multiple ethnic background	30	2.0		
	Asian / Asian British	Indian		38	2.6	
		Pakistani				
		Bangladeshi				
		Chinese	11	0.7		
		Any other Asian background	31	2.1		
Black /	African		73	4.9		

Commented [AW1]: Update data from Data and HR team. Ensure that during this reporting cycle the confidentiality clause above is adhered to.

African / Caribbean / Black British	Caribbean			
	Any other Black / African / Caribbean background	13	0.9	
Other ethnic group	Arab			
	Any other ethnic group	24	1.6	
Information refused		5	0.3	
Information not obtained		9	0.6	
Disability	This information reflects the DFE school census categories			
	Mobility and Physical Impairments	18	1.2	
	Visual impairment	2	0.1	
	Hearing impairment	4	0.3	
	Social, Emotional or Mental Health	109	7.4	
	Specific learning disability	71	4.8	
	Moderate Learning Difficulty	31	2.1	
	Speech, Language or Communication Need	24	1.6	
	Autistic Spectrum Disorder	44	3.0	
	No Specialist Assessment	11	0.7	
	Total of individual students with a disability (NB: Total number accounts for students who have multiple disabilities)	295	20	
Special Educational Needs (SEN)	No specified special educational need	1191	80.6	
	SEND support (K)	214	14.5	
	Education Health Care Plan (EHCP)	73	4.9	
Religion	No religion	730	49.4	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	436	29.4	
	Buddhist			

	Hindu			
	Jewish			
	Muslim	55	3.7	
	Sikh			
	Any other religion	30	2.0	
	Information refused	205	13.8	
	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)	192	13	
	Children Looked After (CLA)	4	0.2	
	Young carers	55	3.7	
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 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 January 2025, the academy employs 213 (including Exam Invigilators) staff members. Our staff are employed in the following main groups:

- Teaching Staff
- Support Staff

			Number	% of all staff
Gender	Male		67	31.5%
	Female		146	68.5%
Age	Under 21		3	1.4%
	21-30		45	21.1%
	31-40		47	22.1%
	41-50		52	24.4%
	51-60		43	20.2%
	61-70		19	8.9%
	71-80		4	1.9%
	Over 80		0	0.0%
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	191	89.7%
		Irish	2	0.9%
		Gypsy or Irish Traveller	0	0.0%
		Any other White background	9	4.2%
	Mixed / multiple ethnic groups	White and Black Caribbean	0	0.0%
		White and Black African	0	0.0%
		White and Asian	1	0.5%
		Any other Mixed/Multiple ethnic background	1	0.5%
	Asian / Asian British	Indian	1	0.5%
		Pakistani	1	0.5%
		Bangladeshi	0	0.0%
		Chinese	0	0.0%

		Any other Asian background	2	0.9%	
	Black / African / Caribbean / Black British	African	0	0.0%	
		Caribbean	0	0.0%	
		Any other Black / African / Caribbean background	0	0.0%	
	Other ethnic group	Arab	0	0.0%	
		Any other ethnic group	1	0.5%	
		Information refused	0	0.0%	
		Information not obtained	4	1.9%	
Disability		Mobility and Physical Impairments	5	2.3%	
		Spinal cord injury	0	0.0%	
		Head / brain injury	0	0.0%	
		Visual impairment	0	0.0%	
		Hearing impairment	1	0.5%	
		Balance disorders	0	0.0%	
		Developmental impairment	0	0.0%	
		Cognitive impairment	1	0.5%	
		Specific learning disability	0	0.0%	
		Information refused	0	0.0%	
		Information not obtained	206	96.7%	
	Religion		No religion	104	48.8%
			Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	34	16.0%
		Buddhist	1	0.5%	
		Hindu	1	0.5%	
		Jewish	0	0.0%	
		Muslim	1	0.5%	
		Sikh	0	0.0%	

	Any other religion	1	0.5%
	Information refused	0	0.0%
	Information not obtained	68	32.0%
Pregnancy, maternity and paternity	Staff members who are pregnant	1	0.5%
	Staff members who have recently given birth (since Sept 2023)	8	3.8%
	Staff members who have taken Paternity Leave (since Sept 2023)	5	2.3%

No information was available on the following protected characteristics: ■ Gender reassignment –.

Sexual identity – The academy does not have information on staff sexual orientation or gender reassignment as the question is not asked during employment data gathering.