

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 that can be found on our academy website or upon request at academy reception.

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 significant proportion of students who are eligible for free school meals or are on the Pupil Premium register. Children predominantly come from a neighbourhood that is amongst the 10% most deprived neighbourhoods in the country. Since 2015 crime rates in the area in which the academy is located have risen substantially (antisocial behaviour seeing one of the largest rises).

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 – June 2023

Objective

Success criteria

<p>Develop a process to better engage with all communities in our local area.</p>	<p>At OMERA we value the positive impact that academies of our size can have on the community they are often situated in. With this in mind during this academic year we intend to take part in community events (where possible) as well as complete at least 3 social action projects (roughly 1 per term) that aim to raise awareness of issues affecting the local community.</p>
<p>To continue to reduce the number of suspensions for males students with SEND, so that they are in line with non-SEND students</p>	<p>We have identified that although we only have 168 pupils on role with SEN that last year we excluded 17 pupils both on fixed and permanent exclusions. This is disproportionately high when compared to other exclusions.</p> <p>To reduce the number of exclusions in general but in particular for children with SEN. We will conduct internal reviews and data gathering that will then be used to inform the whole academy community on the outcomes of our findings and we will update our Behavioural Policy to reflect any changes where necessary.</p>
<p>Continue to raise awareness of appropriate sexualised behaviours and educate all stakeholders on what is and isn't acceptable.</p>	<p>Conduct numerous student voice sessions to determine the specific needs of the academy population. Collate the data and report to all stakeholders as well as develop a bespoke package of support for both staff and students to be delivered by the end of the academic year.</p>

Equality information

Last reviewed – June 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 above.

- **To reduce the high numbers of male pupils with SEN suspended by the academy.**

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 enrichment programme that is accessible to all students
- Provide additional support and apply reasonable adjustments where necessary
- 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

- All staff have undertaken CPD around LGBTQ+
- Support students through the development of an Allyship programme within the academy
- Appoint a student leadership team that supports the development of academy policies

Below details previous issues that we have consulted members of the academy community on:

Date	Who we consulted	Summary	Action taken
October 2021	All students	Students took part in a whole academy student voice regarding their views on sexualised behaviours and LGBTQ+	Development of the RSE curriculum to include areas that the student voice highlighted as a concern i.e. the use of unacceptable language
September 2021	LGBTQ+ allies	Staff discussed the development of gender neutral toilets within the academy.	Ongoing development of the academy facilities to ensure that students have the option of gender neutral toilets.
November 2021	Diversity leader as part of the student leadership team	A student has now been appointed as a leader for diversity within the academy. This student will be consulted regularly regarding changes or actions around diversity	Ongoing

Below is a record of how we have considered equality issues when making decisions:

Date	Policy or decision	Equality issues we considered	Action taken or changes made
September 2021	Policy	Transgender	The development of a dedicated transgendered policy designed to support students and staff needs and wellbeing.

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 1029.

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		492	47.8	51	
	Female		537	52.2	49	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	748	72.7	62.6	
		Irish	0	0		
		Gypsy or Irish Traveller	1	0.1	0.3	
		Any other White background	46	4.5	7.2	
	Mixed / multiple ethnic groups	White and Black Caribbean		5	0.49	1.6
		White and Black African		9	0.87	0.9
		White and Asian		18	1.75	1.6
		Any other Mixed/Multiple ethnic background		13	1.26	2.7
	Asian / Asian British	Indian		2	0.19	3.7
		Pakistani		127	12.3	4.5
		Bangladeshi		1	0.1	1.8
		Chinese		0	0	0.7
		Any other Asian background		13	1.26	2.1
	Black / African / Caribbean / Black British	African		21	2.04	4.3
		Caribbean		0	0	0.9
		Any other Black / African / Caribbean background		8	0.78	0.8
Other ethnic group	Arab		0	0		
	Any other ethnic group		12	1.17	2.3	
Information refused			0	0	1.7	
Information not obtained			1	0.1		

Disability	Mobility and Physical Impairments	17	1.65	
	Spinal cord injury	0	0	
	Head / brain injury	0	0	
	Visual impairment	4	0.41	
	Hearing impairment	6	0.61	
	Balance disorders	0	0	
	Developmental impairment	98	9.52	
	Cognitive impairment	103	10.01	
	Specific learning disability	169	16.42	
	Information refused	0	0	
	Information not obtained	0	0	
Special Educational Needs (SEN)	No specified special educational need	848	82.41	
	SEND support (K)	152	14.77	13
	Education Health Care Plan (EHCP)	29	2.82	4.3
Religion	No religion	342	33.24	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	201	19.53	
	Buddhist	2	0.19	
	Hindu	3	0.29	
	Jewish	1	0.1	
	Muslim	105	10.2	
	Sikh	0	0	
	Any other religion	6	0.58	
	Information refused	5	0.49	
	Information not obtained	361	35.08	
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)	174	16.9	18.1
	Children Looked After (CLA)	22	2.1	0.7
	Young carers	21	2.0	0.6
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available [link to data on the website] .			

No Information was available on the following protected characteristics:

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