

EQUALITY INFORMATION AND OBJECTIVES

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1. Promoting equality and community cohesion at Ormiston Chadwick Academy

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

- We try to ensure that everyone 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 involve treating them all exactly the same.
- We recognise that for some pupils' extra support is 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 pupils and parents/carers, and through our Pupil Council.
- 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.

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.

The cultural or socio-economic background of a pupil should not limit their potential. This means therefore that it is important to narrow the gaps in achievement which affect this. They amongst others are:

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

For more information about our work on equalities at Ormiston Chadwick Academy please contact:

Jen Lowry Johnson (Principal) or any other member of the leadership team.

2. Information on pupils by protected characteristics

The Equality Act 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 long term adverse effect on that person's ability to carry out normal day to day activities.

There are pupils at our academy with different types of disabilities and these include:

- Hearing disabilities

- Physical disabilities
- Communication disabilities
- Specific learning, behavioural and social emotional disabilities such as dyslexia and ADHD

As a school, we have used the following process to assist them in identifying some of the barriers to their pupils in accessing education provision.

Stage 1: Understanding Our School Community – Pupils

We have 892 pupils on our roll (November 2025. 52.2% male and 47.4% female

What information do we collect on protected characteristics?

Pupil Special Educational Needs (SEND) Provision		
SEND need	Number of Pupils	Percentage of academy
No SEND	702	78.70%
SEND support (K)	160	17.94%
EHCP	23	2.58%

Disability category	Pupils in group	Percentage % of academy population
ASD related	17	1.91%
Hearing	3	0.33%
Moderate Learning Difficulty	27	3.03%
Multi-Sensory Impairment	5	0.55%
Other Difficulty/Disability	2	0.22%
Physical	9	0.99%
Social, Emotional, Mental Health	77	8.63%
Specific Learning Difficulty	38	4.26%
Speech, Language or Communication Need	51	5.72%
Vision Impairment	25	2.80%

Ethnicity and Race	Pupils in Group	Percentage of academy population
White English	784	87.89%
White Welsh	0	0.00%

African Asian	1	0.11%
Bangladeshi	2	0.22%
Indian	1	0.11%
Other Asian	1	0.11%
Sri Lankan Tamil	1	0.11%
Other Black African	8	0.88%
Chinese	4	0.44%
Asian and Any Other Ethnic	1	0.11%
Black and Any Other Ethnic	4	0.44%
Other Mixed Background	3	0.33%
White and Any Other Asian	1	0.11%
White and Black African	3	0.33%
White and Black Caribbean	3	0.33%
White and Any Other Ethnic	4	0.44%
Information Not Yet Obtained	30	3.36%
Arab other	4	0.44%
Iranian	1	0.11%
Iraqi	2	0.22%
Other Ethnic Group	2	0.22%
White – Cornish	1	0.22%
White – Eastern European	13	1.46%
White – European	11	1.23%
Greek	1	0.11%
White – Other	3	0.33%
Portugese	1	0.11%
Serbian	1	0.22%

Religion and belief	Pupils in group	Percentage % of academy population
Christian	407	45.63%
Baptist	3	0.33%
Buddhist	1	0.11%
Church of England	7	0.77%
Hindu	3	0.33%
Muslim	9	0.99%
No Religion	231	25.90%
Other Faith	7	0.77%
Not Provided	204	22.87%
Roman Catholic	21	2.35%

Gender reassignment

- We do not collect data on pupils who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- When pupils undergo a process of gender reassignment, 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 pupils, regardless of gender identity.
- We will always tackle any incidents of transgender bullying whether these are directed at pupils, teachers and other members of staff, parents and carers, or transgender people in the community.

3. Sexual orientation

- We do not collect data on the sexual orientation of our pupils.
- 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 do record incidents regarding sexual discrimination or homophobic bullying and report these to Governors on a termly basis.
- Our behaviour policy promotes safety for all groups of pupils, regardless of sexuality.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum
- We have an LGBTQ+ group who met regularly in school

4. 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.
- Our governing body has had training on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- Some staff will also have had training on the Equality Act 2010 and we have 3 staff members who are safer recruitment trained and one of these staff always is part of an interview panel.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- Our home-academy agreement sets out the standards of behaviour we expect from all pupils, 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 pupils with disabilities and special educational needs.

Our Accessibility Plan increases the extent to which all pupils can participate in the curriculum, improves the physical environment of the academy and increases the availability of accessible information to disabled pupils.

- Our admission arrangements provide opportunity to identify and to support any pupil 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.

5. 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 pupils are not put at a disadvantage compared to other pupils.
- 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 our accessibility planning for disabled pupils 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 pupils.

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

- The academy is proud to have a very strong planned personal development programme which incorporates SMSC and British values.
- We enable all pupils 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.

6. Ethnicity and race (including EAL learners)

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity.
- We set targets to improve the attainment and progression rates of particular groups of pupils.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- 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 in the local, national and international community 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 pupil' spiritual, moral, social and cultural development:

- The academy is proud to have a very strong planned personal development within the academy.
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- We organise celebrations and special events such as international evenings.
- We take part in events such as Black History Month.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- The academy has a clear policy outlined on our website, to pupils and staff of our intolerance of bullying or harassment on the basis of race, ethnicity and culture. The policy outlines our procedures and measures to ensure that the victim and the bully are dealt with appropriately and clear steps to monitor the situation after the matter has been reported and dealt with.

7. Gender

How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.

- 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.
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the academy's gender equality initiatives.
- 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 pupil' spiritual, moral, social and cultural developments:

- The academy targets all aspects of SMSC in planned assemblies and stand-alone personal development lessons.
- We ensure we respond to any sexist bullying or sexual harassment in line with the academy policies.
- We encourage pupils 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, boys and girls across the curriculum.

8. Religion and belief

How we advance equality of opportunity:

- We study all major religions and some minor religions in RSE.

9.2 How we foster good relations and promote pupil' spiritual, moral, social and cultural developments:

- Our curriculum, including RSE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RSE curriculum enables pupils 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.

9. 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 pupils to understand and respect difference and diversity.

How we foster good relations and promote pupil' spiritual, moral, social and cultural developments:

- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the personal development curriculum and assemblies.
- All staff have received information and training in how to deal with homophobic language and how to work positively with different families.
- Posters and pictures around the academy are selected to reflect the full range of cultures that attend the academy.

10. 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:

1. To explore and understand reasons for higher levels of absence for our SEND students, our attendance figures show that these students have higher absentee than others. To do this we have assigned two TA's to each year group who will focus on SEND students and looking at ways to improve attendance. We have assigned attendance officers to each year and they will work with parents, students, EWO and TA's to promote attendance. The overall aim will be to improve the attendance of SEND students.
2. To explore and understand the issues that surround the gap in attainment with other groups. Girls do outperform boys and we also have non-SEND out performing SEND students. To do this we have RAP meetings run in departments that will assess the gap and put interventions in place and also then whole year RAP to spot trends. Parents and students will be met with to ensure appropriate interventions are put in place. The intended outcome will be for the gap to be narrowed.
3. Ensure we maintain a professional workforce, with measures in place to further develop all staff in Ormiston Chadwick Academy and pupils across the academy. Ensure we have a culture and ethos that embraces diversity and recognises the need for equality. We do this so that all staff and pupils feel valued and are able to raise their full potential. We do this through our ethos and pushing our OCAER (Original, community, attainment, excellence and respect). All staff will have access o bespoke CPD as well as taking leadership roles within the school setting. This will ensure that all staff and pupils feel valued and part of the community.

Appendix 1 – Assembly rota 2022-23

8.30 – 9.00

	YEAR GROUP	HOUSE
Monday	Year 7	--
Tuesday	Year 8	Simmonds
Wednesday	Year 9	Parry
Thursday	Year 10	Sutton
Friday	Year 11	Malala

Assembly days are subject to change, however, prior notice will be given to the relevant staff in charge.

NB - If you are running assembly, it is your responsibility to ensure that form/duties are

18.09.23	O	Enrichment	Celebrate enrichment fayre. Publicise enrichments- what re our original enrichments? Last chance to sign up. Introduce incentive!	BWS/SRN
25.09.23	O	European Day of Languages (26.09.23)	Raise awareness of languages around the world. Introduce activities for the week.	MFL Dept
October 02.10.23	O	Black History Month	What is Black History Month? Why is it important? What can OCA do to support black history month?	History Dept
09.10.23	O	World Mental Health Day (10.10.23)	What is mental health? Why is it important? What can OCA do to support the	FML

			mental health of ourselves and those around me?	
November 16.10.23	O	Prefects & Ambassadors	Introduce students to the prefects (Y10) and ambassadors (Y9). What is their job? Why did they apply? How can younger students start preparing?	HKW
23.10.23	O	HoY Assembly*	Celebration assembly Autumn 1: Originality	HoY
Half Term				
07.11.23	C	House Assemblies	House updates. Link to value of community.	ASN/FML/HRR/AYG
13.11.23	C	Remembrance Day	Why is this still an important day in our lifetime?	History Dept
20.11.23	C	Black Friday	What is the original Black Friday? Black Friday in 21 st C. But, link to the suffragette movement & suffragette demonstration 1910.	RTT
27.11.23	C	Anti-Social Behaviour	Raise awareness: Impact & Consequences	LBT
December 04.12.23	C	Advent	What does it symbolise? Important message. Introduce community fundraiser. Link to Christmas around the world.	EOF/OWS
11.12.23	C	HoY Assembly*	Celebration assembly Autumn 1: Community	HoY
18.12.23 3 day week	C	OCA Christmas Fundraiser	Community spirit at Christmas. Publicise the OCA Christmas fundraiser. Build competition between year groups.	Social action lead
Christmas Holidays				
January 01.01.24	A	Standards Assemblies	Re-set standards for new year!	RMA

2 day week				
08.01.24	A	HoH Assembly	New year resolutions – set targets for the year ahead. House updates. Link to value of aspiration.	ASN/FML/HRR/AYG
15.01.24	A	We are OCA!	Who is our community? Why are communities important? How can we help? Including TA's and support staff.	NJN (SLT to attend)
22.01.24	A	World Religions Day (21.01.23)	A taste of religions around the world.	RE Dept
29.01.24	A	Safer Internet Day (06.02.24)	Looking forward to SID 2024. Staying safe online- dangers, how to tackle and where to get help.	HLE & IT dept
February 05.02.24	A	HoY Assembly*	Celebration assembly (Spring 1): Aspiration	HoY
Half Term				
19.02.24	E	HoH Assembly	Celebrating 'excellence' in each house. Link to rewards. House updates.	HoH
26.02.24	E	World Book Day (07.03.24)	Looking ahead to World Book Day. What is it? What are OCA doing to celebrate? Raise importance of literacy & reading. Link to future successes.	English Dept
March 04.03.24	E	National Careers Week 2024 (4-9 th March 2024)	Theme TBC	LDS
11.03.24	E	British Science Week (8 th -17 th March 2024)	Linking Science to future learning, link careers. Introduce activities for the week.	Science Dept
18.03.24	E	World Maths Day 2024 (23/03/24)	What is world maths day? How can we celebrate it? OCA competition.	Maths dept
25.03.24	E	HoY Assembly*	Celebration assembly (Spring 2): Excellence	HoY

Easter				
April 15.04.24	R	HoH Assembly	House updates. Link to theme of respect.	ASN/FML/HRR/AYG
22.04.24	R	Student Council	What does the student council do for OCA?	HKW
29.04.24	R	Staying Safe	Links to safeguarding and prevent – the importance of staying safe and feeling safe.	FML/KHH
May 06.05.24 (BH 06.05)	R	National Day Numeracy (13 th)	Raise importance of numeracy. Bring maths to life.	Maths Dept
13.05.24	R	Our Environment	What world do we live in? How can we benefit our environment?	Geography Dept
20.05.24	R	HoY Assembly*	Celebration assembly (Summer 1): Respect	HoY
Half Term				
June 03.06.24	OCAER	HoH Assemblies	End of Year House Celebration	HOH
10.06.24	OCAER	National School Sports Week (17-23 rd June 2024)	What is NSSW? Why celebrate it?	PE Dept
17.06.24	OCAER	Summer Solstice	Meaning? Links to religions and cultures past/present.	OWS/EOL
24.06.24	OCAER	Pride Month	What is LGBT & Pride? Why celebrate it? Equality. Involve students from LGBTQ+ Club?	MJS
July 01.07.24	OCAER	OCAER Week	What is OCAER Week? Standards to be part of it. Updates for 2024	HKW
08.07.24	OCAER	HoY Assembly*	OCAER Week celebration assembly timetabled during week.	HOD
15.07.24	OCAER	Celebration of the year	TBC	JLY

- Each assembly should have tangible links to the attributed value and make clear reference to this value in its content.
- For HoY celebration assemblies (final week of each HT), parents will be invited in to participate with chairs for them laid out in front of the bleachers by the site team. HoY should arrange for a text to be sent home to parents

of their year group advising the time of the assembly. HoY responsibility to arrange prizes/certificates, recipients and presenters.

- Please ensure that students are interacted with during assemblies in order to promote oracy and engagement.
- Please ensure diverse role models are visible within assemblies.
- For subject assemblies, please utilise your subject prefects if they feel able.

Appendix 2 – Personal Development curriculum

