

Equality within the academy

At Ormiston Bridge 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 the OAT equality policy which can be found on the OAT policy webpage, please follow link:

<https://www.ormistonacademiestrust.co.uk/who-we-are/docs-and-policies/policies/>

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 multi-cultural and there are a higher number of boys than girls although this differs in some year groups. We have a higher-than-average number of students who are eligible for free school meals. The majority of children come from lower-than-average income families, all of our children live within the borough of Hammersmith and Fulham. The children at our school have experienced a range of challenges within the mainstream school context and have SEMH.

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 2024

Objective	Success criteria
<p>To implement an open culture of understanding acceptance and positivity. To ensure that no one is discriminated against because of a protected characteristic (race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment).</p>	<ul style="list-style-type: none"> • Positively reinforce and promote through RE, PSHE and Enrichment delivered to all children in all year groups every week. • Positively reinforce and promote it through the implementation of one of our four non-negotiables in the academy behavior policy. <p>Evidence will be:</p> <ul style="list-style-type: none"> • Through the decrease of recordings on Sims about negative behavior around this area
<p>To ensure 100% of y7-10 children participate in a range of enrichment activities throughout the year.</p> <p>Evidence suggests that through participating in enrichment provides wider benefits for low-income students in terms of attendance at school behavior and relationships with peers (EEF)</p>	<ul style="list-style-type: none"> • Offer a range of enticement opportunities through the year. • Use a proportion of our PP funding to help cover the cost for enrichment. • Encourage participation from children as part of our induction process. <p>Evidence will be:</p> <ul style="list-style-type: none"> • Attendance registers for enrichment • Decrease in behaviours • Increase in attendance
<p>To close gaps in attendance and achievement between children for all groups esp. through SEN, LAC or in receipt of PP funding.</p>	<ul style="list-style-type: none"> • Demonstrate high expectations for all – my passport and induction slides • Deliver a knowledge rich curriculum. • Whole school focus on literacy • Support for transport to get to school for the most vulnerable. <p>Evidence will be:</p> <ul style="list-style-type: none"> • Outcomes and Attendance increase in line with peers

Equality Information

Last reviewed June 24

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.

- Due to previous educational experiences our attendance sits at 62% which is below the national average
- Due to the context of our school, approaches to protected characteristics have to be explicitly taught in school

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

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

Date	Who we consulted	Summary	Action taken
Term 2 & Term 4	All students	School conducted PASS survey's to all pupils. We will conduct a further survey in T6.	2-3 degrees workshop for all girls to raise morale and promote unity amongst the cohort.
November 2023	All students	Whole school student survey	Arranged workshop with Kiyon Prince foundation on knife crime, country lines and exploitation. Learning journeys added to portfolio to track and demonstrate visually academic progress made in subject areas across the curriculum.
February 2024	All staff	Whole school staff survey	Data has been feedback to school governors and a plan of action is being put together for September.

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
2023/24	Behaviour Policy	No bullying, no discrimination against protected characteristics. This is embedded into the school's behaviour policy.	The school has a zero tolerance of bullying and targeting of protected characteristics.
March 2024	School achieved bronze status with the United against bullying program (Anti bullying alliance)	The effects of bullying on groups such as CLA, Young Carers and children with SEN.	All staff attended bespoke CPD to support raising awareness. Children were surveyed at the start and end of the program.

- From September 2024 – School will be working with the national children's bureau, to develop and enhance our universal offer of inclusive education; this will aim to improve pupils' sense of belonging within school.

We will develop a 360 whole school audit tool and data driven action plan customised for our school.

Understanding our academy community

Our student population

Total number of students on the roll at the academy is **67** as of June 2024, including Primary, Secondary and Managed Intervention Service pupils.

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 23/24	
			No.	%	%	
Gender	Male		39	58%	51%	
	Female		28	42%	49%	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	11	16%	61.3%	
		Irish	1	1.5%	0.2%	
		Gypsy or Irish Traveller	1	1.5%	0.4%	
		Any other White background	3	4.5%	7.2%	
	Mixed / multiple ethnic groups	White and Black Caribbean		9	13%	1.6%
		White and Black African		2	3%	0.9%
		White and Asian		1	1.5%	1.7%
		Any other Mixed/Multiple ethnic background		-	-	2.8%
	Asian / Asian British	Indian		-	-	4%
		Pakistani		-	-	4.6%
		Bangladeshi		-	-	1.8%
		Chinese		1	1.5%	0.8%
		Any other Asian background		-	-	2.4%
	Black / African / Caribbean / Black British	African		5	7%	4.8%
		Caribbean		14	21%	0.9%
		Any other Black / African / Caribbean background		11	16%	0.8%
	Other ethnic group	Arab		1	1.5%	-
		Any other ethnic group		7	10%	2.4%
	Information refused			-	-	Not available
Information not obtained			-	-	Not available	
Disability	Mobility and Physical Impairments		-	-	0.2%	
	Spinal cord injury		-	-	Not available	

	Head / brain injury	-	-	Not available
	Visual impairment	-	-	0.1%
	Hearing impairment	-	-	0.1%
	Balance disorders	-	-	Not available
	Developmental impairment	-	-	Not available
	Cognitive impairment	-	-	Not available
	Specific learning disability	1	1.5%	0.4%
	Information refused	-	-	Not available
	Information not obtained	-	-	Not available
Special Educational Needs (SEN)	No specified special educational need	-	-	82.7%
	SEND support (K)	51	76%	13%
	Education Health Care Plan (EHCP)	16	24%	4.3%
Religion	No religion	19	28%	Not available
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	29	43%	
	Buddhist	-	-	
	Hindu	-	-	
	Jewish	-	-	
	Muslim	15	22%	
	Sikh	-	-	
	Any other religion	-	-	
	Information refused	-	-	
	Information not obtained	4	6%	
Pregnancy and maternity	Students who are pregnant	1	1.5%	
	Students who have recently given birth	1	1.5%	
Information on other groups	Students with English as an additional language (EAL)	-	-	
	Children Looked After (CLA)	2	3%	0.7%
	Young carers	2	3%	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 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.

As of 1 September 2023 the academy employs 31 (including Exam Invigilators) staff members. Our staff are employed in the following main groups:

- Teaching staff
- Support staff

			Number	% of all staff
Gender	Male		12	39%
	Female		19	61%
Age	Under 21		-	-
	21-30		1	3%
	31-40		9	29%
	41-50		9	29%
	51-60		10	-
	61-70		1	3%
	71-80		-	-
	Over 80		-	-
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	8	26%
		Irish	-	-
		Gypsy or Irish Traveller	-	-
		Any other White background	1	3%
	Mixed / multiple ethnic groups	White and Black Caribbean	1	3%
		White and Black African	1	3%
		White and Asian	1	3%
		Any other Mixed/Multiple ethnic background	1	3%
	Asian / Asian British	Indian	1	3%
		Pakistani	-	-
		Bangladeshi	-	-
		Chinese	-	-
		Any other Asian background	-	-
	Black / African /	African	2	6%
		Caribbean	6	19%

	Caribbean / Black British	Any other Black / African / Caribbean background	1	3%
	Other ethnic group	Arab	-	-
		Any other ethnic group	1	3%
	Information refused		-	-
	Information not obtained		7	23%
Disability	Mobility and Physical Impairments		-	-
	Spinal cord injury		-	-
	Head / brain injury		-	-
	Visual impairment		-	-
	Hearing impairment		-	-
	Balance disorders		-	-
	Developmental impairment		-	-
	Cognitive impairment		-	-
	Specific learning disability		1	3%
	Information refused		-	-
	Information not obtained		8	26%
Religion	No religion		1	3%
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)		2	6%
	Buddhist		-	-
	Hindu		-	-
	Jewish		-	-
	Muslim		-	-
	Sikh		-	-
	Any other religion		-	-
	Information refused		-	-
	Information not obtained		28	90%
Pregnancy and maternity	Staff members who are pregnant		-	-
	Staff members who have recently given birth		-	-

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