



ORMISTON
SIX VILLAGES
ACADEMY



EQUALITY INFORMATION AND OBJECTIVES

Approved: March 2020
Date of next review: March 2021

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I. Promoting equality and community cohesion at Ormiston Six Villages Academy

At Ormiston Six Villages 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.

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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

Pupil Special Educational Needs (SEND) Provision		
	Number of pupils	Percentage (%) of academy population
No Special Education Need	377	71.55%
SEN Support	146	27.7%
Statement/EHC	4	0.75%

Ethnicity and race			
	Percentage (%) of academy population		Percentage (%) of academy population
Asian		White	
Bangladeshi	7 (1.32%)	British	462 (87.5%)
Chinese	1 (0.19%)	Irish	1 (0.19%)
Indian	5 (0.95%)	Other Asian background	3 (0.57%)
		Other White background	20 (3.79%)
Mixed			
Mixed White and Asian	4 (0.76%)	Gypsy/Roma	11 (2.08%)
Mixed White and Black African	2 (0.38%)		
Mixed White and Black Caribbean	2 (0.38%)		
Other Mixed background	4 (0.76%)		
Other ethnic group	2 (0.38%)		
Information not obtained or refused	4 (0.76%)		

Gender	
Male	275
Female	253

Religion and belief			
	Percentage (%) of academy population		Percentage (%) of academy population
Christian	48.11%	Muslim	1.51%
Jewish	0.38%	No religion	47.35%
Hindu	0.38%	Other religion	0.95%
Sikh	0.38%	Information not provided / Unknown	0.95%

3. 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.

4. 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 and the setting up of lunchtime meetings for those who wish to share or find out about different sexual orientations.

5. 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.
- 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.

6. Disability

6.1 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.

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

- The academy is proud to have a very strong planned SMSC within the academy as recognised by Ofsted.
- 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.

7. Ethnicity and race (including EAL learners)

7.1 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.

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

- The academy is proud to have a very strong planned SMSC within the academy as recognised by Ofsted.
- 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.

8. Gender

8.1 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.

8.2 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 PSHE 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.

9. Religion and belief

9.1 How we advance equality of opportunity:

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

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

10. Sexual orientation

10.1 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.

10.2 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 PSHE lessons.
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE 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.
- We participate in award and accreditation schemes such as Stonewall Academy Champions.
- Posters and pictures around the academy are selected to reflect the full range of cultures that attend the academy.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.
- We are working with Stonewall to become a Stonewall champion school.

11. 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.

11.1 Equality objectives:

- Closing the attainment gaps between “groups” of learners, with a particular focus on gender, pupils with additional learning needs and disadvantaged pupils.
- To eradicate homophobic or derogative language.
- Ensuring the Ormiston Six Villages recruitment processes openly encourage a diverse range of applicants and that applications are considered individually and comprehensively in order to ensure equality of opportunity.
- Adopting proactive measures to further develop in all Ormiston Six Villages employees and pupils across the academy a culture and ethos that embraces diversity and recognises the need for equality.
- Ensuring Ormiston Six Villages governors and staff are appropriately trained in equality and diversity such that they are empowered to support and encourage the value of fairness and difference in the academy and community they serve.

Appendix I – Assembly rota 2019-2020

Assemblies will be with Directors of Learning and year groups every week, with a whole school assembly at the end / beginning of term or as and when this is required by the principal.

Week beginning	Assembly topic	Staff responsible
3/9	Year 7 - Settling in / Behaviour	NGN / TKD
4/9	Whole school - Return and welcome	PSR
9/9	Student voice and rewards	TKD
16/9	What Six Villages means to me	DOLs
23/9	Safeguarding	TKD
30/9	How do we learn best?	JCE
7/10	Am I making enough progress?	ASA
14/10	World Maths Day (15 th Oct)	JCL
21/10	Let's celebrate diversity	DOLs
HALF TERM		
4/11	Remembrance	CMH
11/11	Anti-Bullying week (11-15 th Nov)	EMX / Pupils
19/11	Making safe choices	DOLs
26/11	Memory and learning	JCE
2/12	Positive mental health	EMX
9/12	Safeguarding (theme TBC)	TKD
16/12	DOLs celebration of achievement	DOLs
20/12	Whole school– Celebration and Christmas	PSR
CHRISTMAS VACATION		
6/1	Whole school assembly – new year	PSR
6/1	My hopes for the year	DOLs
13/1	Internet safety	DOLs
20/1	Why languages matter	MNN
27/1	Healthy mind and healthy body	AER
3/2	World Book Day (5 th March)	AWE
10/2	Resilience	DOLs
HALF TERM		
24/2	Why coming to school matters	TKD
2/3	Equality - World Fair Trade Day (11 th March)	CMH
9/3	World Science Week (6 th – 15 th March)	CJS
16/3	Our school environment	JCE
23/3	What motivates us?	ASA
30/3	End of term celebration	DOLs
3/4	Easter and regeneration / celebration	PSR
EASTER VACATION		
20/4	Whole school assembly- The final term	PSR
20/4	Barriers to our learning	RWD

27/4	British values	TKD
4/5	World Fair Trade Day (9 th May) -	RRL
11/5	Democracy	Advocates / TKD
18/5	Why manners matter	JCE
HALF TERM		
1/6	World Environment Day (5 th June)	ASA
8/6	Is Britain a meritocracy? (8 th June Queen's birthday)	CMH
15/6	Religious tolerance	TKD
22/6	Taking your opportunities this summer	DOLs
29/6	Tolerance	DOLs
6/7	Safeguarding	TKD
13/7	End of year celebration	DOLs
17/7	Last day of term celebration	PSR

Appendix 2 – PSHE themes

Year 7 topics:

- What do we need to do to keep healthy?
- **Mental health:** How can our body image affect our health?
- **Physical health:** Why is a good diet so important?
- **Physical health:** Is exercise really that important for us to be healthy?
- What is happening to me physically & emotionally, who can help if I need support?
- Why is personal hygiene so important?
- What is risk & how do I stay safe?

Year 8 topics:

- What are the risks of drinking energy drinks? (Focus on excess sugar consumption)
- How much do you know about alcohol?
- What are the risks and harms associated with alcohol?
- What are the links between alcohol and emotional health?
- What are the different types of drugs and what are their effects?
- How can I protect myself from peer pressure?
- Health & wellbeing: review

Year 9 topics:

- What are the risks and harms associated with alcohol?
- What are the links between alcohol and emotional health?
- What are the different types of drugs and what are their effects?
- How can I protect myself from peer pressure?
- Online risks – Grooming and sexting
- Online risks – Sexting – Exposed
- Online risks – Consequences

Year 10 topics:

- Risks - Risks and harms of alcohol
- Risks - Different types of drugs
- Risks - Online risks
- Risks – Sexting
- Money Skills – Understanding and managing debt
- Money Skills – Work
- Money Skills – Financial risk and security
- Money Skills – Understanding fraud
- Money Skills – Online fraud
- Money Skills – Money mules
- Money Skills – Social engineering
- Money Skills – Managing debt