

## 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 can be found in the policies section on Teams.

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' (84%). The student population is made up proportionally more boys than girls with 53% boys and 47% girls. The percentage of students eligible for pupil premium is significantly higher than the national average at 43%. The proportion of students with SEN is marginally higher than the national average at 22% with 3% who are statemented/EHCP.

In the 2019 Index of Multiple Deprivation ranks Walsall as the 25th most deprived English local authority (out of 317), placing Walsall within the most deprived 8% of districts in the country with one of the largest percentage point increases in the last 4 years. 44 of 167 Walsall neighbourhoods appear in the bottom 10% of the most deprived areas in England. (IDACI 2019). Walsall fares particularly badly in terms of income (16th), education, skills & training deprivation (11th) and employment (38th) and many of the issues that challenge the borough match the geography of deprivation. Overall life expectancy for males and females is lower than both the regional and national figures. Infant mortality rates in Walsall are significantly worse than the English average. The highest proportion of children under 16 living in low income families come from Blakenall (46.5%), Birchills and Leamore (43%) and Bloxwich East (40.2%). Nationally this proportion is 17% and 20% in the West Midlands. These wards account for approximately 57% of Ormiston Shelfield Academy students.

Our Academy Development Plan is compiled each year in discussion with all staff, governors, parent forum and the Trust. 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 – January 2023

Objective	Success criteria
Supporting and reviewing our curriculum offer to ensure it provides students with access to meaningful understanding of diversity of cultures, ethnicities, and encourages integration.	Student voice shows improved understanding of diversity amongst students after PSHE programme. Diversity Role Models promoting an understanding of diversity, cultures and ethnicities with their work with staff and students.
Ensuring our academy recruitment process openly encourages a diverse range of applicants and that applications are considered individually and comprehensively in order to ensure equality of opportunity.	Academy vacancies are not targeted to particular groups of applicants  All applicants are considered that meet the person specification and personal characteristics are not known by the shortlisting panel  Data is gathered relating to applicants protected characteristics
Ensuring Governors are appropriately trained in equality and diversity so that they are empowered to support and encourage the value of fairness and difference in the academy and community they serve.	Governor engagement with students and staff at the academy so they understand the characteristics of both populations.  Governors review staff and student population statistics.  Governors have completed Trust led Diversity training.
To reduce the incidents of the use of homophobic language by students in the academy.	LGBT awareness through PSHE and student assemblies. Diversity Working Party with staff and students. We are a Stonewall Champion school and a Diversity Role Models partner school.
To narrow the gap between boys and girls in Ebacc subjects.	Improved KS4 results for boys. Targeted intervention.
To promote cultural understanding between different ethnic groups within our academy and the community.	PSHE programme. Enrichment activities. Topics taught across curriculum.
To reduce the attainment and progress gaps between disadvantaged and non-disadvantaged students.	Improved progress 8 data and BFL grades for pupil premium students.  Assistant Principal leads on pupil premium.  Targeted intervention.  Pupil premium lead in all core departments.  PP progress scores at KS4 better than National Average.
To strive to reduce the attainment and progress gaps between SEN students and non-SEN students.	Improved progress 8 data and BFL grades for SEN students. In line with national average.
To ensure all reasonable adjustments are made to ensure students with a disability have full access to the curriculum.	SENCO and the SEN team support all students. Appropriate equipment has been purchased.
To ensure staff are trained appropriately in relation to Special Educational Needs	Staff briefing and inset sessions. Specialist training for SEND Practitioners.

### Academy equality challenges

We are developing strategies and activities to address some of these challenges which are detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

- The stretching of our HPA students (High Prior Attainment)
- Boys engagement
- The gap between boys and girl's attainment
- The gap between disadvantaged and non-disadvantaged attainment and progress

### 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 strategies are in place and related policies, including Anti-bullying, E-Safety, Behaviour, Safeguarding, HPA 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 SEND 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
- The academy has an ICT and E-Safety Policy. Both students and staff have to sign to say they will adhere to the acceptable use policy.
- Our PSHE curriculum aims to eliminate discrimination, harassment and victimisation. The programme delivers differentiated units that support SRE, Careers, Education and Guidance, British Values, Health and wellbeing, Relationships and Economic wellbeing.
- The academy's student leadership structure ensures students contribute towards academy decision making – including Head Students, Student Leadership Team, Student Council and Student Ambassadors.
- We have a well-attended Parent Forum that meets termly
- We have a student Attendance Policy
- Our Admissions Policy clearly sets out our process for admissions.
- Our Grievance Policy sets out clear guidance for staff who wish to make formal complaints.
- We have a Staff Discipline Policy which sets out clear procedures for dealing with any incidents relating to staff.

- The Anti Bullying policy and Child Protection Safeguarding Policy highlight specifically types of abuse and safeguarding roles and responsibilities to protect against them.

#### How we are performing

- Pupil Premium Statement ] on academy website; [www.scacademy.co.uk](http://www.scacademy.co.uk)
- Catch-Up Provision
- Academic Performance
- Impact Reports to Governors/OAT

## Understanding our academy community

### Our student population (as per October 2022 Census)

Total number of students on roll at the academy is **1400**

*Under the Data Protection Act, 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	
			Number	%
Gender	Male		744	53%
	Female		656	47%
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	1175	84%
		Irish	0	0%
		Gypsy or Irish Traveller	3	<1%
		Any other White background	40	3%
	Mixed / multiple ethnic groups	White and Black Caribbean	35	3%
		White and Black African	6	<1%
		White and Asian	19	1%
		Any other Mixed / Multiple ethnic background	18	1%
	Asian / Asian British	Indian	9	1%
		Pakistani	23	2%
		Bangladeshi	3	<1%
		Chinese	5	<1%
		Any other Asian background	8	1%
	Black / African / Caribbean / Black British	African	17	1%
		Caribbean	7	1%
		Any other Black / African / Caribbean background	15	1%
	Other ethnic group	Arab	0	0%
		Any other ethnic group	3	<1%
	Information refused		9	1%
	Information not obtained		5	<1%

Disability			
	Spinal cord injury	1	0.07
	Head / brain injury	6	0.42
	Visual impairment	2	0.14
	Hearing impairment	10	0.7
	Balance disorders	7	0.5
	Developmental impairment	0	0
	Cognitive impairment	67	4.7
	Specific learning disability	27	1.9
	No Specialist Assessment	0	0
Special Educational Needs (SEN)	No specified special educational need	1101	79%
	SEN Support	255	18%
	Statemented / Education Health and Care Plan (EHCP)	44	2%
Religion	No religion	228	16%
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	335	24%
	Buddhist	0	0%
	Hindu	3	<1%
	Jewish	0	0%
	Muslim	25	2%
	Sikh	5	<1%
	Any other religion	11	1%
	Information refused	11	1%
	Information not obtained	782	56%
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)	78	6%
	Children Looked After (CLA)	16	1%
	Young carers	0	0%

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, Bisexual or Transgender (LGBT) as the question had never been asked.

## Diversity of our workforce

As of **3<sup>rd</sup> January** the academy employs **191** staff members (including Exam Invigilators). Our staff are employed in the following main groups:

- Teaching staff
- Support staff

			Number	% of all staff
Gender	Male		55	28.79
	Female		136	71.20
Age	Under 21		7	3.66
	21-30		35	18.32
	31-40		55	28.79
	41-50		44	23.03
	51-60		41	21.46
	61-70		8	4.18
	71-80		1	0.52
	Over 80		0	0
Ethnicity	<b>White</b>	English / Welsh / Scottish / Northern Irish / British	165	86.38
		Irish	3	1.57
		Gypsy or Irish Traveller	0	0
		Any other White background	7	3.66
	<b>Mixed / multiple ethnic groups</b>	White and Black Caribbean	3	1.57
		White and Black African	0	0
		White and Asian	0	0
		Any other Mixed/Multiple ethnic background	0	0
	<b>Asian / Asian British</b>	Indian	7	3.66
		Pakistani	1	0.52
		Bangladeshi	0	0
		Chinese	0	0
		Any other Asian background	0	0

	Black / African / Caribbean / Black British	African	2	1.04
		Caribbean	3	1.57
		Any other Black / African / Caribbean background	0	0
	Other ethnic group	Arab	0	0
		Any other ethnic group	0	0
	Information refused		0	0
	Information not obtained		0	0
			Number	% of all staff
Disability	Mobility and Physical Impairments		1	0.52
	Spinal cord injury		0	0
	Head / brain injury		0	0
	Visual impairment		0	0
	Hearing impairment		0	0
	Balance disorders		0	0
	Developmental impairment		0	0
	Cognitive impairment		0	0
	Specific learning disability		0	0
	Information refused		0	0
	Information not obtained		0	0
Religion	No religion		0	0
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)		0	0
	Buddhist		0	0
	Hindu		0	0
	Jewish		0	0
	Muslim		0	0
	Sikh		0	0

	Any other religion	0	0
	Information refused	0	0
	Information not obtained	191	100
Pregnancy and maternity	Staff members who are pregnant	3	1.57
	Staff members who have recently given birth	4	2.09

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.