



Brownhills Ormiston Academy

Equality Information and Objectives

July 2024

BOA POLICY STATEMENT – EQUALITY & COMMUNITY COHESION

Brownhills Ormiston Academy is committed to promoting equality and diversity as well as a culture that actively values difference and recognises that people from different background and experience can bring valuable insights that enhance our academy for both staff and students. Brownhills Ormiston Academy aims to be an inclusive academy, where diversity is valued, celebrated, respected, and built upon and reflects the community it serves.

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information.

Brownhills Ormiston Academy is committed to ensuring that both members of staff and students are treated fairly in an environment which is free from any form of discrimination with regard to the following nine protected characteristics as outlined by the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (includes colour, nationality and ethnic origins)
- Religion and/or belief
- Sex
- Sexual orientation

In all our activities, we act in accordance with the equality act and our equality policy which can be found on our website.

Our academy is committed to:

- Eliminating unlawful discrimination, harassment, victimisation, by tackling prejudice and promoting understanding.
- Foster good relationships between people who share a protected characteristic and those who do not.
- Advance equality of opportunity between people who share a protected characteristic and those who do not by:
 - Removing or minimising disadvantage suffered by people due to their protected characteristic.
 - Taking steps to meet the needs of people with certain protected characteristics where these are different of the needs of other people, including taking steps to take account of disabled people's disabilities.
 - Encouraging people with certain protected characteristics to participate in public life or in other activities where their proportion is disproportionately low.
- Promoting a curriculum that provides students with access to meaningful understanding of diversity of cultures and ethnicities, encourages integration and shuns discrimination.

- Following recruitment processes with a view to openly encouraging a diverse range of applicants, and that applications are considered individually and comprehensively in order to ensure equality of opportunity.
- Closing the attainment gaps between "groups" of learners, with a particular focus on gender, students with additional learning needs and students from ethnic minority groups
- Adopting proactive measures to further develop a culture and ethos that embraces diversity and recognises the need for equality in all Brownhills Ormiston Academy employees and students.
- Ensuring Brownhills Ormiston Academy governors 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.

As part of our commitment, the academy 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.

The staff and governors of Brownhills Ormiston Academy understand that compliance with the General Equality Duty is a legal obligation that will better inform decision making and policy development. They further recognise that achieving the aims stated will ensure the academy is able to successfully meet the needs of our diverse population of students and to draw on the talents of a diverse local community, thus ensuring our staff and governors better represent the wider community that we serve.

Our plan to meet the objectives will be reviewed annually.

HOW WE HAVE DUE REGARD TO OUR DUTY

The information below is a summary of how the academy is aware of the requirements and how we respond to them.

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, 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 and report on exclusions and all incidents of harassment and 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 and 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.
- Have an E-Security and E-Safety Policy that take all e-safety issues seriously. 'Acceptable Use' policies are signed and adhered to by all students and staff.
- Keep a record, where appropriate of the protected characteristics of our students and employees

We promote an appreciation of diversity and equality of opportunity at Brownhills Ormiston Academy by:

- Providing a wide range of curriculum and extracurricular opportunities open to all students in their time at Brownhills Ormiston Academy
- Having high expectations and standards for all students – providing them the support, advice and guidance they need to be successful in any walk of life.
- Having a coherent, coordinated Personal Development Curriculum, combining a PSHE, Citizenship and RSE curriculum, which has respect and celebration of others at its core. This curriculum addresses SMSC and British Values and is well sequenced to link with academy assemblies, tutorials, themes of the week and events.
- Providing a range of opportunities to explore ideas, concepts, and opinions throughout our wider curriculum – ensuring all opinions are heard and valued, and that difference of opinion is seen as a positive aspect of our democracy and freedom.
- Teaching students how to express opinions in a respectful way and to consider the perspectives of others to ensure respectful young people.
- Having a vibrant and well-represented student council that ensures students have a direct voice to discuss matters that relate to their concerns and overall wellbeing in the academy and its immediate environments. The student council is strong and articulate, contributing to whole academy decision making with students.
- Understanding that attendance plays an integral part in students' achievement at the academy and resultantly investigating any attendance discrepancies that may occur and addressing inequalities appropriately.

INFORMATION ABOUT OUR STUDENT POPULATION

Total number of students on the roll at the academy is 734 as at 14/09/23

		The academy		National (if available)
		Number	%	%
Gender	Male	371	50.5%	50.4%
	Female	363	49.5%	49.6%

Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	622	84.7%	65.4%
		Irish	4	0.5%	0.3%
		Gypsy or Irish Traveller	2	0.3%	0.6%
		Any other White background	25	3.4%	0.7%
	Mixed / multiple ethnic groups	White and Black Caribbean	22	3.0%	1.5%
		White and Black African	4	0.5%	0.8%
		White and Asian	11	1.5%	1.5%
		Any other Mixed/Multiple ethnic background	3	0.4%	2.3%
	Asian / Asian British	Indian	5	0.7%	3.2%
		Pakistani	1	0.1%	4.5%
		Bangladeshi	0	0.0%	1.8%
		Chinese	1	0.1%	0.5%
		Any other Asian background	0	0.0%	1.9%
	Black / African / Caribbean / Black British	African	21	2.9%	3.9%
		Caribbean	10	1.4%	1.0%
		Any other Black / African / Caribbean background	2	0.3%	0.8%
	Other ethnic group	Arab	0	0.0%	NA
		Any other ethnic group	0	0.0%	2.0%

	Information refused	0	0.0%	
	Information not obtained	1	0.1%	1.4%
	No specified special educational need	592	80.7%	84.6%
Special Educational Needs (SEN)	Special Educational Needs (K)	116	15.8%	12.4%
	EHCP	26	3.5%	2.4%
	Total	143	19.5%	14.8%
Pregnancy and maternity	Students who are pregnant	0	0.0%	1.7%
	Students who have recently given birth	0	0.0%	1.8%
	Students with English as an additional language (EAL)	Total 42 M: 22 F: 20	5.7%	18.3%
	Children Looked After (CLA)	Total 11 M: 7 F: 4	1.5%	0.7%
Information on other groups	Young carers	0	0.0%	1.9%
	<p>Information on students in receipt of additional funding is available on the academy website.</p> <p>Number of students eligible for FSM: M: 174 F: 181</p> <p>Total: 355</p> <p>% of student population: 48.4%</p> <p>Pupil Premium Students M: 187 F: 187</p> <p>Total: 374</p>			

Disability

The Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. There are students on roll at the 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
- Autism

Religion and Belief

As a multi-faith academy, we present all religions as having equal value, and do not seek to promote one religion as more or less valid than the others. However, as a multi-faith academy, we recognise that people of religion and belief may experience discrimination and harassment.

Gender Reassignment

- We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- Although it is rare for students to undergo a process of gender reassignment, when this happens, 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 promoted safety for all groups of students, regardless of gender.
- We will always tackle any incidents of transgender bullying whether these are directed at students, staff members, parents and carers, or transgender people in the community.

Sexual Orientation

- We do not collect data on the sexual orientation of our students.
- 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 the use of homophobic language, such as the use of the word 'gay' to mean something is bad or rubbish.
- We do record incidents regarding sexual discrimination or homophobic bullying.
- Our behaviour policy promotes safety for all groups of students, regardless of sexuality.
- We support students to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and the establishment of LGBTU+ lunchtime support groups for those who wish to share information, be an ally, or find out about different sexual orientations.

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.

Our Academy Development Plan is compiled each year in discussion with staff, governors 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

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. Staff and students promoting an understanding of diversity, cultures and ethnicities with their work
Ensuring our academy recruitment process openly encourages a diverse range of applicants and that applications are considered individually and comprehensively 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
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 the assembly programme. Anti-bullying ambassadors support this work.
To narrow the gap between boys and girls subjects.	Improve KS4 results for boys. Targeted intervention as appropriate, e.g. additional revision classes, targeted home learning work

To promote cultural understanding between different ethnic groups within our academy and the community.	PSHE programme. Assembly programme Enrichment activities, e.g. our culture days Topics taught across curriculum.
To reduce the attainment and progress gaps between disadvantaged and non-disadvantaged students.	Improved progress 8 data and basics grades for pupil premium students. Assistant Principal leads on pupil premium. Targeted academic intervention work Pupil premium is high focus 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 basics 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.	SENDCO 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 briefings, best practice sessions and inset sessions. Specialist training for SEND Practitioners, the SENCo, the SEND team and teachers. Support and guidance from OAT Lead Practitioners

INFORMATION ABOUT OUR EMPLOYEES

Brownhills Ormiston Academy has less than 150 employees and is therefore not required to publish this data. The academy uses any data collected about its staff demographic to inform policies, decision and the objectives detailed in this document.

More Information

For more information regarding the academy's work on equality and diversity, please contact Mr R Doodson – Assistant Principal.

Policy Review

Last Reviewed: July 2024 (by A Lloyd)
Next Review: July 2025
Responsibility: A Lloyd / J Huskisson