EQUALITY INFORMATION AND OBJECTIVES

September 2023

Date of next review: Oct 2024

Contents

1. Promoting equality and community cohesion at Sandymoor Ormiston Academy

At Sandymoor Ormiston 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 Sandymoor Ormiston Academy please contact:

Sally Jones (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 623 pupils on our roll (Autumn 2023). 52% male and 48% female

What information do we collect on protected characteristics?

Pupil Special Educational Needs (SEND) Provision		
	Number of pupils	Percentage (%) of academy population
No Special Education Need	505	79.4%
SEN Support (K)	101	17.6%
EHCP	18	3%

Disability category	Pupils in group	Percentage % of academy population
ASD related	11	1.8%
Hearing	1	0.2%
Vision + Visual processing	3	0.5%
Physical	5	0.8%
Incontinence	2	0.3%
Takes medication (e.g. diabetic, ADHD)	10	1.6%
Intimate care	2	0.3%

Ethnicity and Race	Pupils in group	Percentage % of academy population
White English	531	85%
White Welsh	3	0.5%
Other White British	5	0.8%
White Irish	6	1%
White Scottish	1	0.2%
White European	8	1.3%
White Eastern European	7	1%
White other	4	0.6%
White and Black African	4	0.6%
White and Black Caribbean	7	1%
White and Chinese	4	0.6%
White and Pakistani	1	0.2%
White and Indian	1	0.2%
White and other Asian Background	2	0.3%
Asian	3	0.5%
Black and any other ethnic group	1	0.2%
Black Nigerian	1	0.2%
White and any other ethnic group	4	0.6%
Other mixed background	2	0.3%
Kurdish	1	0.2%
Indian	2	0.3%
Sri Lankan Tamil	2	0.3%
Other Asian	3	0.2%
Chinese	1	0.3%
Arab	7	1.%
Other ethnic group	1	0.2%
Latin/South/Central American	1	0.2%
Refused	10	1.6%
Information not yet obtained	3	0.5%
Religion and belief	Pupils in group	Percentage % of academy population
Christian	320	51%

Buddhist	1	0.2%
Hindu	2	0.3%
Sikh	1	0.2%
Muslim	10	1.6%
No religion	188	30%
Other religion	11	1.7%
Not provided	87	14%

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

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.

- 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 disable 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

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 programme
- 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)

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.

7. 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 polices.

- 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

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 / form tutor sessions 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.

9. 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.

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 actions to improve equality and tackle disadvantages.

We regularly review the progress we are making to meet our equality objectives.

11.1 Equality objectives:

Sandymoor Ormiston's SMART targets

Attendance Equality Objective:

To explore and understand the reasons for higher levels of absence for pupils who fall under the category EHCP and what support can be given to individual pupils to begin to improve attendance rates.

Why: The schools attendance figures show that EHCP pupils on roll have disproportionately higher absentee levels than that of their peers.

How: Make sure that pupil voice is heard parents/carers are involved and also specialist services i.e. EWO, Educational Psychologist, school nurse, specialist nursing services, specialist teachers. Identify best practice from other LAs with similar issues. We will promote specialised sessions for parents and carers as to how best to work with school to support good attendance and break down barriers.

Outcome: To increase attendance of children with EHCPs to that of a similar level to those without. We will of course continue to apply reasonable adjustments, taking into account the needs of some children with disabilities to attend medical appointments.

Attainment Equality Objective:

To explore and understand the issues further so that the school can begin to narrow the gap.

Why: Girls outperform boys. In our school there is a significantly large gap. The gap between disadvantaged pupils still remains although is narrowing

How: Evaluate the impact of methods introduced in the previous academic year; consult with the school community; particularly make sure that parents/carers are involved at the earliest possible point in the year.

Outcome: We intend to use the information gathered to develop skills in reading and writing. Although this will particularly focus on development for all this academic year, in order to begin to narrow this gap, our intention is to focus specifically on male pupils next year. We will circulate the findings.

Workforce Equality Objective:

Ensure we maintain a professional workforce. Adopting proactive measures to further develop in all Sandymoor Ormiston employees and pupils across the academy a culture and ethos that embraces diversity and recognises the need for equality.

Why: We want all staff to feel valued and be able to realise their full potential.

How: We will ensure that all staff are given the opportunity to access all developmental opportunities. This includes internal and external CPD as well as taking on leadership roles within the school setting. We will measure the success of this by conducting annual staff surveys.
Also, we will ensure Sandymoor Ormiston recruitment processes openly encourage a diverse range of applicants and that applications are considered individually and comprehensively in order to ensure equality of opportunity.

Outcome: To have a professional workforce that feels valued, and treated fairly in accessing employment, training and development opportunities. Sandymoor Ormiston 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.

Our data did not identify any areas of concern in relation to religion or belief or to age.

However, we have decided to include actions in these areas. In order to keep a high profile on Religion or Belief we will continue to deliver a robust RE syllabus and visit different places of worship as part of our school curriculum activities.

We will introduce some intergenerational work to help to foster good relations between our older and younger generations. This will involve making contact with our local Elderly Care Facility and inviting them into school. Our pupils will then work with them on providing anthologies and afternoon teas. This will provide both groups the opportunity to meet and get to know each other whilst learning useful skills.

We will engage with our school community to ensure the objectives identified are the best ones for our school based on the data analysis.

Equality Information and Objectives

Appendix 1

Personal Development - Character

Assemblies will be with Head of Year 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.

Character is a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct. *(The Jubilee Centre 'for character and virtues')*

It has been suggested that "…schools which develop character will help drive equity and social mobility for their pupils." *(Department for Education, 2019)*

Ambition, Resilience, Pride and Social Action

These are our core Sandymoor values and we endeavour to instil in all young people from the moment they join our family.

As an Academy we all strive…

To be AMBITIOUS in our thoughts
To become stronger through RESILIENCE
To have PRIDE in all we do and say
To be committed to SOCIAL ACTION

We take pride in being the school where every child believes that for them, anything is possible.

The choices an individual makes determines their future, and the purpose of developing good character is the ability to make good choices. Character allows us to flourish as individuals, and as a wider society. This is why the development of character, as well as achieving academic attainment, should be the purpose of education.

("Character becomes your destiny, "Lao Tzu, Philosopher)

Building my character for life whilst at Sandymoor Ormiston Academy

At Sandymoor we have built our character education around the following core values: **pastoral, curriculum, #wewill and Enrichment.** Within these four areas stand our four building blocks of character, which are moral virtue, performance virtue, civic virtue and intellectual virtue, which help us create the whole child ready to thrive in life.

'Character isn't part of the plate, it is the plate' *(D Kinsella, Ormiston Trust, 2022)*

Through using the values and virtues, building character at Sandymoor Ormiston Academy is at the forefront of our thoughts and is led by our pioneering Sandymoor Scholar programme.

Enrichment for all and form time

Form time

		Monday	Tuesday	Wednesday	Thursday	Friday
AM (10 minutes Pride (standards and expectations, 15 minutes PD activities)	Y7	PRIDE	PRIDE	PRIDE	PRIDE	Assembly
		Just Read	Just Read	Just Read	Inter House	
	Y8	PRIDE	PRIDE	PRIDE	Assembly	PRIDE
		Just Read	Just Read	Inter House		Just Read
	Y9	PRIDE	PRIDE	Assembly	PRIDE	PRIDE
		Just Read	Just Read		Inter House	Just Read
	Y10	PRIDE	Assembly	PRIDE	PRIDE	PRIDE
		Just Read		Just Read	Learning Power	Learning Power
	Y11	Assembly	PRIDE	PRIDE	PRIDE	PRIDE
			Learning Power	Learning Power	Just Read	Just Read
PM (15 Min)	All years	Character Education	Literacy	Theme of the week	Oracy / Debate Mate	Reflection

Equality Information and Objectives

Programme of study

Sandymoor vision, values and virtues will be taught within tutor time on the first day back into school.

	Theme of the week	Oracy	Assembly	Learning Power	Inter house competition	Character		PD/Religious celebrations
	Votes for School			Elevate	Departments	SSM		
Week 1 WB 11th September	Failure – failing forward			Y11	Geography Inter House	A year on Y7	Y8 to Y11	World Suicide Prevention Day
Week 2 WB 18th September	Be Curious			In person Session - Time Management	Geography Inter House	Reflection 1	Project work rotation 1	Happiness at Work Jewish New year
Week 3 WB 25th September	TBC			Finding Time	Geography Inter House	Reflection 2	Project work rotation 1	World biggest coffee morning
Week 4 WB 2nd October	Black History Month			Practice	Geography Inter House	Pride 1	Project work rotation 1	Anti Slavery Day
Week 5 WB 9th October	TBC			Prioritising Work	Sandymoor Scholar Booklets	Ambition	Project work rotation 1	World Mental Health Day World Homeless day
Week 6 WB 16th October	Crime Justice and extremism			Practice	Pride Inter House	Resilience	Project work rotation 1	World Menopause day Guy Falk's night
WB 23th October								
WB 30th October								

Equality Information and Objectives

Week							
Week 14 WB 15th January	TBC	Feedback from Topic 1	Practice	Languages Inter House	Integrity	Project work rotation 3	BlueBrew Monday
Week 15 WB 22nd January	TBC	Survey	Practice	Sandymoor Scholar Booklets	Confidence	Project work rotation 3	Holocaust Memorial Day
Week 15 WB 29th January	LGBT History Month	In person session (how to Ace your Exams)	Going beyond notes	Maths Inter House	Team Work	Project work rotation 3	Time to talk day
Week 16 WB 5th February	Safer Internet Day	How to create an exam planner	Practice	Maths Inter House	Determination	Project work rotation 3	Children's Mental Health Awareness
Week 17 WB 12th February	TBC	Practice	Practice	Maths Inter House	Independence	Project work rotation 3	
WB 19th February							
Week 18 WB 26th February	Jobs, Economy & Education	How to create a deluxe Planner	Recap on Study Sensei	Maths Inter House	Perseverance	Project work rotation 4	Eating Disorder Awareness Self Injury Awareness Day
Week 19 4th March	Equalities & Identity	How to identify Mistakes	Recap on Study Sensei	TBC	Motivation	Project work rotation 4	International Women's day World Book Day
Week 20 11th March	Science and Technology	Practice	Survey	TBC	Leadership	Project work rotation 4	

Week 21 18th March	TBC	Practice	In Person Session (memory Mnemonics)	TBC	Ambition Overview	Project work rotation 4	International Day of Happiness
Week 22 25th March	Health and Wellbeing	Analysing's and correcting mistakes	Mnemonics Rhyming	TBC	Reflection	Project work rotation 4	World Bi-Polar Awareness
WB 1st April							
WB 8th April							
Week 23 WB 15th April	Earth Day	Practice	Practice	TBC	Pursuit of the mind	Project work rotation 4	Stress Awareness Month
Week 23 WB 22nd April	TBC	Creating an exam routine	Memorising Notes	TBC	Desire to learn	TBC	
Week 23 WB 29th April	Crime, Justice & Extremism	Exam Revision	Practice	TBC	Critical thinking	TBC	World Health and Safety at work day
Week 23 WB 6th May	TBC	Exam Revision	Practice	TBC	Resourcefulness	TBC	Mental Health Awareness Week
Week 23 WB 13th May	TBC	Exam Revision	Boosting Attention	TBC	Creative	TBC	ME Awareness Day
Week 23 WB 20th May	TBC	Exam Revision	Practice	TBC	Autonomy	TBC	World Meditation Day
WB 27th May							

Week 23 WB 3rd June	TBC	Exam Revision	The visual Journey	TBC	Curiosity	TBC	Men's Health Month
Week 23 WB 10th June	TBC	Exam Revision	Practice	TBC	Social Action overview	TBC	Men's Health Week
Week 23 WB 17th June	Global issues & politics		Exam revision	TBC	Core Values Survey	TBC	
Week 23 WB 24th June	Equalities & Identity		Exam revision	TBC	TBC	TBC	Fathers Mental Health Awareness day
Week 23 WB 1st July	TBC		Work Placement	Sports Day planning	TBC	TBC	
Week 23 WB 8th July	TBC		TBC	Sports day planning	TBC	TBC	
Week 23 WB 15th July	TBC		TBC	Sports Day	TBC	TBC	
Week 23 WB 22nd July	TBC		TBC	TBC	TBC	TBC	Samaritans Awareness Day

Appendix 2 – Personal Development curriculum

Sandymoor Ormiston Academy — Inspiring Excellence

PD Year 7

Who am I now? What are positive relationships?

How do I stay safe?

Skills for life: careers

Managing money

| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |

How do I stay healthy?

Puberty and personal hygiene

How can I be the change I want to see?

Being a British citizen

PD Year 8

Who am I now?

Global health issues

We schools

How do I protect myself from exploitation?

| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |

Drugs, alcohol and tobacco

Online behaviours

First aid

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PD Year 10

Mental health and emotional wellbeing

First aid skills

Snagged

Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6

Physical health and health-related decisions

Coercive relationships

Biological and reproductive health

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Equality Information and Objectives

PD Year 11

Skills for life:
Careers 3

Active citizenship

| Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |

Skills for life:
Managing money 3

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