

Equality within Ormiston Horizon 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.

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 and there are roughly an equal number of boys and girls. We have a higher-than-average number of students eligible for free school meals. *19.6% of our children have been identified as having special educational needs, slightly above the national average.*

Our academy development 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 strong progress.

Equality objectives

Objective	Success criteria
Develop a process to better engage with all communities in our local area	At OHA we value the positive impact that academies of our size can have on the community they are often situated in. With this in mind during this academic year we intend to take part in community events (where possible) as well as complete at least 3 social action projects (roughly 1 per term) that aim to raise awareness of issues affecting the local community.
To continue to reduce suspensions for students with SEND, particularly for students with SEMH	To decrease the number of students being suspended by at least 15% from last academic year. A detailed training programme to support staff knowledge to be delivered throughout the academic year.
To increase our attendance for all students but particularly those classified as disadvantaged. In 2024 attendance for disadvantaged students was 5% lower in 2024.	We plan to increase our attendance for disadvantaged students by 5% from last academy year. We also plan on reducing our PA for disadvantaged students by 3-5% from last academic year.
To continue to raise awareness of Harmful Sexual Behaviour through our PSHE programme and bespoke opportunities for each year group.	Conduct numerous student voice sessions to determine the specific needs of the academy population. Collate the data and report to all stakeholders as well as develop a bespoke package of support for both staff and students to be delivered by the end of the academic year.
To narrow the achievement gap disadvantaged and non-disadvantaged learners is significant. In 2024-25 the achievement gap was -0.72	Decrease the pupil premium P8 gap to <0.5 in comparison to non-disadvantaged students.
To increase the reading ages of disadvantaged students which are currently lower than their non-disadvantaged peers. 40% of disadvantaged learners sit below their chronological reading age compared to 31% non-disadvantaged.	To increase the reading age of disadvantaged students by an average of 8 months.
To obtain a more robust data set around staff diversity.	Full D&I data is on file for all staff. This data is monitored year on year and targets set accordingly.

Academy equality challenges

This is a summary of the issues that we are most concerned about.

- **Gaps in attendance, reading age and overall achievement for our disadvantaged students vs non-disadvantaged.**

We are already 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.

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
February – March 2022	SEN Team EHCP & SEN K Students Attendance Officer	Based on feedback from SEN students and the SEN Team an SEN Attendance Plan of Action was developed.	Attendance Action Plan was formed
May 2022	Parents Students Staff	Key groups were consulted regarding our PSHE plans	PSHE changes were made, and specific training was put in place for all staff.
May 2022	Staff Students Parents	All parties were consulted on our behaviour improvement journey	New behaviour system has been launched and implemented

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
June 2022	Behaviour Policy	Students with SEND needs	Reasonable adjustment has been taken into consideration for students with SEND
December 2024	Behaviour Policy	Students with medical needs	Reasonable adjustments has been taking into consideration for students with medical needs that require a mobile phone for monitoring.

Understanding our academy community

Our student population

Total number of students on the roll at the academy is 1039

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 (if available)	
			Number	%	%	
Gender	Male		515	49.6		
	Female		524	50.4		
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	887	85.4		
		Irish	1	0.1		
		Gypsy or Irish Traveller	1	0.1		
		Any other White background	42	4.0		
	Mixed / multiple ethnic groups	White and Black Caribbean	9	0.9		
		White and Black African	12	1.2		
		White and Asian	5	0.5		
		Any other Mixed/Multiple ethnic background	9	0.9		
	Asian / Asian British	Indian	0	0		
		Pakistani	18	1.7		
		Bangladeshi	1	0.1		
		Chinese	0	0		
		Any other Asian background	10	1.0		
	Black / African / Caribbean / Black British	African	29	2.8		
		Caribbean	1	0.1		
		Any other Black / African / Caribbean background	4	0.4		
	Other ethnic group	Arab	0	0		
		Any other ethnic group	9	0.9		
	Information refused			1	0.1	
	Information not obtained			0	0	
	Disability	Mobility and Physical Impairments		18	1.7	
		Spinal cord injury				

	Head / brain injury			
	Visual impairment	2	0.2	
	Hearing impairment			
	Balance disorders			
	Developmental impairment			
	Cognitive impairment			
	Specific learning disability	4	0.4	
	Information refused			
	Information not obtained			
Special Educational Needs (SEND)	No specified special educational need	835	80.4	
	SEN K	191	18.4	
	Statemented / Education Health and Care Plan (EHCP)	13	1.3	
Religion	No religion	623	60.0	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	301	29.0	
	Buddhist	1	0.1	
	Hindu	1	0.1	
	Jewish	0	0	
	Muslim	25	2.4	
	Sikh	0	0	
	Any other religion	14	1.3	
	Information refused	9	0.9	
	Information not obtained	0	0	
Pregnancy and maternity	Students who are pregnant	1	0.1	
	Students who have recently given birth			
Information on other groups	Students with English as an additional language (EAL)	91	8.8	
	Children Looked After (CLA)	10	1.0	
	Young carers			
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available https://ormistonhorizonacademy.co.uk/admin/wp-content/uploads/sites/19/2024/10/PP-Strategy-Statement-2024-25.pdf			

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

Gender:

Gender	%
Male	24.10%
Female	75.90%

Ethnicity Data:

Ethnicity	%
White - British	88%
Not-Specified	6.57%
Pakistani	1.46%
White and Black Caribbean	1.46%
Any Other Mixed Background	0.73%
Any Other White Background	0.73%
Indian	0.73%
White and Black African	0.73%

Disability Data:

Disability	%
Not-Specified	48.91%
Without a disability	48.18%
With a disability	2.92%

Sexual Orientation Data:

Sexual Orientation	%
Not-Specified	48.18%
Heterosexual/Straight	50.36%
Homosexual/Gay/Straight	0.73%
Other	0.73%

Marital Status

Married	41.61%
Single	34.31%
Not-Specified	13.87%
Civil Partnership	4.38%
Separated	2.19%
Widowed	2.19%
Divorced	1.46%

No Information was available on the following protected characteristics:

Gender reassignment – The academy does not have any information on whether any of its staff on roll had reassigned their gender.