



Equality Information and Objectives

June 2017

Academy policy statement on equality and community cohesion

Our academy is committed to equality both as an employer and a service provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our academy is a safe, secure and stimulating place 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 students extra support is needed to help them to achieve and be successful e.g. all those that fall within the protected characteristics.
- We try to make sure that people from different groups are consulted and involved in more decisions, for example through talking to students and parents/carers, and through our Academy & Parent Association.
- 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 eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year 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, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- students from certain cultural and ethnic backgrounds
- students who belong to low-income households and students known to be eligible for free academy meals
- students who are disabled
- students who have special educational needs
- boys in certain subjects, and girls in certain other subjects

Staff member with overview of Equality:

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Telephone – 01782 883333

Academy Governor with overview of Equality:

Mary Moran

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimization** 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.

Part 1: Information about the student population

Number of students on roll at the academy: 901

Information on students 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.

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'.

Number of students with disabilities:

There are students on roll in the academy with different types of disabilities and these include:

- Autism, Dyslexia and Visual Impairment Diabetes

Pupil Special Educational Needs (SEN) Provision		
	Number of students	Percentage (%) of academy population
No Special Educational Needs	678	80.91 %
School Action	141	16.38 %
School Action Plus	15	1.79 0%
Statement	4	0.48 %

Ethnicity and Race – Years 7-11							
	M	F	Total		M	F	Total
Any other Asian background	2	1	3	Indian	1	0	1
Any other Black background	0	2	2	Pakistani	0	4	4
Any other White background	3	3	6	Traveller of Irish heritage	1	0	1
Any other ethnic group	2	2	4	White - British	392	399	791
Any other mixed background	1	2	3	White and Black Caribbean	0	6	6
Black - African	2	2	4	White and Asian	2	1	3
Black Caribbean	0	0	1	White and Black African	1	4	5
Gypsy/Roma	1	1	2	White and Black Caribbean	4	3	7

Pregnancy and maternity/paternity		
	F	M
Students who are pregnant	0	0
Students or partners who are entitled to maternity/paternity leave	1	1

Religion and Belief

We do not collect data on students' 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 as the others. However, as a multi faith academy, we recognise that people of religion and belief may experience discrimination and harassment.

Gender identity or reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

Sexual orientation

We do not collect data on the sexual orientation of our students. However, as an academy we are aware that there may be a number of equality issues for gay, lesbian and bisexual students.

Information on other groups of students

Ofsted inspections look at how academies help "all students to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to students with protected characteristics, we wish to provide further information on the following groups of students:

Pupil with English as an additional language (EAL) Y7-11				
	Boys	Girls	Total	Percentage of academy population
Number of EAL students	18	9	27	3.2%
Number of students at early stage of English acquisition				
Competent	4	8	12	4
Developing competence	1	2	3	1
Early acquisition	1	1	2	1
Fluent	6	8	14	6
Total	12	19	31	12
Competent	4	8	12	4

Pupils from low-income backgrounds Y7-11				
	Boys	Girls	Total	Percentage of academy population
Number of students eligible for free academy meals	91	70	161	19.2%
Pupil Premium	198	186	384	45.8%

Looked After Children:

5

Young Carers:

18

Part 2: Our main equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns.

- To increase attainment of White British middle ability pupil premium boys
- To continue to reduce prejudice related behaviour
- To further increase the attainment of all groups of students

For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

Part 3: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Academies are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us or visit our website, if you require further information and would like to see copies of any of our academy policies.

- As an academy, we are aware of the requirements of the Equality Act 2010 and understand that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- All staff have had whole academy training on the Equality Act 2010 July 2013.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.
- We have a Staff Code of Conduct which addresses issues about being respectful and professional behaviour to all staff and students.
- We have an academy behaviour policy that ensures that all students are both rewarded and sanctioned appropriately, and is viewed fairly and positively by the staff and students alike.
- We have an anti-bullying policy for students and deal promptly and effectively with all incidents and complaints of bullying 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 incidents.
- We have a designated anti-bullying alliance group that run an anti-bullying campaign each year to give it high profile within the academy community. The alliance members carry out surveys on bullying issues eg homophobia. They also support students who are being bullied in order to rectify the situation and help those students succeed in academy.
- We have a curriculum provision through citizenship[delivered during personal tutor time that is highly positive, offering memorable experiences and rich opportunities that contribute very well to students' spiritual, moral, social and cultural development. Notably, staff work extremely hard to ensure that the student option interviews are primarily guided by student interests and ability rather than any gender, cultural or social stereotypes that students may have.
- We have clear procedures for dealing with staff discipline.
- We have an anti-racist policy. Tackling bullying or harassment on the basis of race, ethnicity

and culture is achieved by ensuring all incidents of this nature are logged and investigated fully. Appropriate sanctions are put in place and then parents are involved to ensure they are aware of the nature such incidents.

- Restorative justice happens between the parties involved so that the unacceptable nature of such incidents is made clear and incidents are suitably resolved. Records of incidents are reported to the Local Authority.
- Our Grievance Policy and procedure clearly sets out clear guidance for staff who wish to make formal complaints.
- Our Staff Equal Opportunity Policy – covers the academy's employees (permanent, temporary, casual, part time and those on fixed term contracts), job applicants and to individuals such as agency staff and consultants, and volunteers who are not employees but who work at the academy. We observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We comply with the details set in our Accessibility Policy with regards to the improving access to the curriculum, physical environment and access to information.
- Our Admission Policy adheres to the guidelines as set by the Local Authority and is strictly followed.
- Our Complaints Procedure sets out how we deal with any complaints relating to the academy and can be accessed online or obtained at the main reception.
- We have a Special Educational Needs Policy that outlines the provision the academy makes for students with special educational needs which has been updated in lines of the Government reforms in 2014. All the categories have been amended in September 2016 following the New Code of Practice guidelines
- The academy has an ICT & E-Safety Policy that takes all E-safety issues very seriously. "Acceptable- Use" policies are signed and adhered to by all students and staff.

Through our Citizenship and PSHEE education, we work hard to eliminate discrimination, harassment and victimisation through its broad range of areas of study within its curriculum. We have a comprehensive curriculum that addresses SMSC mainly through the teaching of RS and Citizenship, students are encouraged to think about the world in which they live. Students are encouraged to broaden their understanding of others beliefs, cultures and faiths.

We have a vibrant and well-represented student council body that ensures that students have a direct voice to discuss matters that relate to their concerns and overall well-being in academy and immediate environment. The academy council is strong and articulate, contributing to whole academy decision making with students.

We have an active Parent group entitled Friends of Ormiston Horizon Academy (FOOHA). This group represents families across all key stages. Parents share initiatives and discuss concerns with invited members of the academy community.

We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the academy difficult.

Notably, the boys mentoring group is instrumental in keeping some students in academy that are on the verge of permanent exclusion. As of July 2017 the academy is organising a mentoring programme involving year 12 working with more vulnerable students.

We have a Food Policy that recognises a culturally diverse cuisine and ensures that all students receive a healthy meal each day. Additionally, we address issues related to SMSC through our Academy Nutrition Action Group. Our food policy reflects our commitment to healthy lifestyle and responsibility to our environment regardless of one's socio-economic background.

We understand that attendance plays an integral part in students' achievement at academy.

Thus, through our Attendance & Punctuality Policy, we investigate any discrepancies that may occur and address inequalities appropriately.

Under the Equality Act 2010, we are required to have due regard to the need to advance equality of opportunity and foster good relations. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of students.

- The academy has an ICT & E-Safety Policy that takes all E-safety issues very seriously. Both students and staff have to sign

Subsequently, "Acceptable- Use" policies are signed and adhered to by all students and staff.

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The academy council is strong and articulate, contributing to whole academy decision making with students.

We have a well-attended Parent Voice respectively, which represents families across all key stages.

Parents share initiatives and discuss concerns with invited members of the academy community.

We have a successful strategy for engaging with our parents and carers, including those who might traditionally find working with the academy difficult.

We have an extensive learning mentoring programme set up to support targeted groups of boys and girls with issues ranging from; confidence, self-esteem, social skills, working with others, assertiveness, public speaking, sense of achievement, sexual health and life skills. Notably, the boys mentoring group is instrumental in keeping some students in academy that are on the verge of permanent exclusion.

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Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students) Gender, SEN, PP, Ethnicity, physical disability is attached at the end of this document

How we advance equality of opportunity:

We support all learners by meeting their individual needs via a Student Passport eg by 1:1 withdrawal lessons with specialist learning support staff. Additionally, Individual Programmes of Study are devised to address students' learning needs and to enable access to mainstream curriculum e.g. through adapted resources, multi-sensory learning programmes for students with specific learning difficulties, highly differentiated work for student at all levels.

We take steps (reasonable adjustments) to ensure that students are not put at a disadvantage compared to other students, through our use of learning support assistants e.g. large team of LSPs, several with specialist training (e.g. in ASD, Behaviour Management) and we support students in class in order to promote access to the curriculum.

We provide additional support for those with disabilities: therapeutic group interventions that are run by trained learning support staff working in the academy's success centre (e.g. Introductory Social Skills and Expressive Language Strategies groups).

We carry out an accessibility plan for all students e.g. provision of alternative ways of recording information for students with poor motor skills and specific learning difficulties e.g. iPad and special transition arrangements between lessons and at break/lunchtimes (e.g. students escorted by LSA join the class a few minutes after the lesson starts and leave a few minutes before it finishes to avoid crowded corridors).

We support disabled students' participation in the more physically challenging areas of the curriculum.

How we foster good relations and promote community cohesion:

The work that has been done to develop high aspirations and a culture of success in the academy also contributes to students' SMSC development. Through the modelling of mutual respect and promotion of strong moral values within the academy community, the staff and governors are working hard to ensure learners receive consistent messages through all aspects of academy life.

We continue to develop a curriculum that supports all students to understand, respect and value difference and diversity through using a variety of training opportunities. eg SENCO, have delivered training sessions on "Differentiation" and "Assessing of students in need of intervention".

We enable all students to learn about the experiences of disabled people and the discriminatory attitudes those with disabilities may experience, using themes within our PSHEE & Citizenship programme.

We ensure that the curriculum has positive images of disabled people. eg positive images are displayed.

When appropriate, we use awareness as a tool for tackling bullying or harassment in the cases of We tackle prejudice and any incidents of bullying based on disability.

What has been the impact of our activities? What do we plan to do next?

Statemented students consistently achieve and/or exceed target grades at GCSE

Parental feedback and relationships with the learning support department are very positive

There has been successful inclusion of ASD students into mainstream classes

There has been a positive reaction from main academy staff to INSET/training/support provided by the Success centre team.

We continue to work closely with all departments to enhance differentiation

A bullying awareness programme is in the early stages of planning with the aim being to support perpetrators to bring about a change in attitudes and behaviour patterns.

Scooter/ bicycle maintenance workshop type programme is being explored to engage disaffected students

How we foster good relations and promote community cohesion:

The academy promotes the spiritual, moral, social and cultural development of all students through an assortment of learning opportunities and experiences e.g. citizenship education explores the topics of diversity, immigration and community cohesion. All students in KS3 are provided with the opportunity to learn about the experiences of different communities and cultures through their CE Days and Citizenship programme of study.

We provide all students with opportunities to learn about the achievements of different communities and cultures e.g. In English, all students learn about different cultures and traditions. At Key Stage 3 students study a poetry unit taking in poems from all over the world, and Year 9 study a dedicated Black Literature unit. The writers we study come from many different backgrounds, and this is reflected in their work.

Students are increasingly required to write about the background context in which texts are written and received, meaning there is an increased focus on diverse cultures.

We are developing a curriculum that supports all students in understanding, respecting and valuing difference and diversity

Drop down days delivered by the Humanities curriculum areas explore issues such as race, ethnicity and religion, developing student understanding around topics such as inequality and persecution."

Additionally, we regularly challenge the area of racism and stereotypes, and have also worked with outside organizations to explore this issue in depth. In the lower academy, we have books and stories from various cultural backgrounds. As part of this we organize food-taster sessions from different cultures and ethnicities. As part of our RE curriculum, we look at festivals celebrated around the world. The children feel happy to celebrate their own cultural events with their friends and teachers and also learn about others. Assemblies give a daily insight for students to learn about the experiences and achievements of different communities.

Citizenship activities are undertaken within personal tutor time activities to develop student understanding of topics including race, religion, environment, the media and society. One such focus within registration sees students engage in discussions over the notion of community and how we contribute to it."

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups. We operate an Equal opportunities policy and a Community cohesion policy with a development plan.

Our aims are to enable our students to:

Understand that forces of globalisation are redefining the world.

Understanding the rising skills base and growing aspirations of the major new global economies.

Understand what being a 'global citizen' means.

Identify with diversity, interdependence, migration and social justice; conflict resolution and human rights.

To give young people the chance to discover their own particular interests and talents.
Offer safe, structured leisure time, helping to build resilience and self confidence.
Develop the school as the key gateway for a range of important services from health to child protection.
Ensure students have swift and easy referral.
To build a bridge between the classroom and the real world of work, helping students to see how their education is relevant to their future.

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Our curriculum offering and academy experience consistently challenges racism and the many associated stereotypes e.g. the annual involvement of our Yr11 representatives in the

Holocaust Memorial Day serves to remember the past and modern day issues of racism, religion and the angry motivations behind genocides. The focus of this day is building students' understanding of empathy for others and active voices for change and cultural tolerance. Additionally, citizenship registrations and lessons have been used to explore the issue of refugees in Britain.

Across the academy, we acknowledge diversity in cultural experience and recognise contributions made by others e.g. Refugee Week & Black History Month, sport relief, children in need and Samaritans purse.

We are introducing ourselves to "Connecting Classrooms" initiated by the British Council. This will serve to enlighten students on international culture.

We have organized numerous and enthusiastically supported celebrations of international music and dance e.g. "One World" and many other equally inspiring theatre/drama performances.

The curriculum is supported by resources which provide positive images reflecting the diverse communities of modern Britain e.g. the issue of Modern Britain is covered through a SOW which looks at "Diversity and Being British". This develops the idea of the students' self-image and placement in modern Britain.

What we plan to do

Our aims and actions are laid out in our section 5 SMSC action plan, our Outward facing Academy and community development action plan, which are available upon request.

Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students) is available on our website, under OFSTED ready.

Gender identity or reassignment

We are committed to ensuring that students and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of students)

Gender identity or reassignment

We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment. However, we recognise that people who are proposing to undergo, who are undergoing or who have undergone a process to reassign their gender may experience discrimination and harassment.

How we foster good relations and promote community cohesion:

The academy promotes the spiritual, moral, social and cultural development of all students. We ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys in

PSHEE, citizenship and assembly through careful selection of the materials used to teach a variety of themes. Assemblies promote positive, non-stereotypical images throughout the year.

We work hard to ensure the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum. All departments challenge sexism and negative stereotypes e.g. in Year 9 History, there are a number of opportunities for students to learn about "Women's History in the UK", for example the increased rights of women in the late nineteenth century, the "Suffragette Movement" .

In RE, the GCSE topic "Community Cohesion" looks at the traditional and modern roles of men and women in society and religion and considers reasons for views on roles of men and women. Additionally, an A2 Ethics topic "Sexual Ethics" looks at how religion has influenced attitudes towards the relationship between men and women and considers traditional and modern interpretations.

We respond to any sexist bullying or sexual harassment in line with the academy policies. Incidents are recorded and followed up with all parties involved.

Pregnancy and maternity

We understand that students who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

At present, we have any students who are pregnant or on maternity. However, we recognise students who are pregnant or on maternity may experience discrimination, and barriers to accessing or continuing their education.

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

The Key Stage 3 RE curriculum follows the Agreed Syllabus for RE produced by Stoke on Trent SACRE.

(See front page of each Scheme of Work).The SACRE includes local representatives from a range of faith communities.

The GCSE specification that we follow (Edexcel, Units 1 and 8) is designed to "give all students, of any religious persuasion or none, the opportunity to demonstrate their attainment" (specification page 1)

The Humanities department have developed a scheme of work which includes reference where possible to religion, belief and non-belief.

We have been able successfully able to consult families and students from different faith communities. We have a multi faith prayer meeting every Friday

Sexual orientation

We are committed to providing a safe environment for all students. We aim to tackle any discrimination faced by students and staff who are lesbian, gay or bisexual.

We do not collect data on the sexual orientation of our students. However, as an academy we are aware that there may be a number of equality issues for gay, lesbian and bisexual students.

Part 6: 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 will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: To reduce the attainment gap between pupil premium and non-pupil premium students.

Equality objective 2: To reduce the attainment gap between SEN students and non-SEN students.

Equality objective 3: To achieve a reduction in the number of FTEs for pupil premium and SEN students.

Equality objective 4: EAL - To achieve a reduction in prejudice-related behaviour, in relation to homophobia, racism and religious stereotyping

Equality objective 5: To increase the percentage of boys' attainment in relation to girls' achievement.

Part 7: Information about our employees

If we have more than 150 employees we are required to publish information about them. This information aims to provide a profile of our academy workforce, as well as our employment practices and achievements.

Confidentiality

Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

As of 15th June 2017, the academy employs 147 staff.

Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff
- Catering staff

Age

	Under 21	21-30	31-40	41-50	51-60	61-70	71-79	Over 80
Male	2	15	12	9	7	0	0	0
Female	2	14	24	29	26	7	0	0
%	2.7%	20.4%	24.5%	25.9%	22.4%	4.8%	0.0%	0.0%

Disability

Disabled	4
Not Disabled	143
Not given/ Unknown	0

Gender

	% of all Staff
Male	30.6%
Female	69.4%

Ethnicity and race

	M	F	Number	% of Staff
Asian or Asian British, Indian	0	1	1	0.7%
Black or Black British, Any other Black background	0	1	1	0.7%
Black or Black British, Caribbean	1	0	1	0.7%
Chinese	1	0	1	0.7%

Mixed, White and Black African	0	1	1	0.7%
White, British	43	98	141	95.9%
White, any other White Background	0	1	1	0.7%

Religion and belief

We do not collect data on staff member's' 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 as the others. However, as a multi faith academy, we recognise that people of religion and belief may experience discrimination and harassment.

Grievances and disciplinary procedures

The academy encourages all employees to settle complaints either informally or by formal mediation. Mediation is voluntary and will only take place with the agreement of both parties. Where mediation is agreed once the formal grievance procedure has been started, the formal procedure will be adjourned whilst the mediation takes place. In the event that no mutually acceptable solution is reached through mediation, the procedure will be reconvened at the point of adjournment.

Pay gap information

In the process of being updated

Three members of staff, two female and one male are currently enrolled on leadership training

What our employees say about equality issues

In our most recent Staff survey, staff were very positive about how the academy worked to address and recognise the importance of the Equality Act and the integral role it plays in the working environment.

Equality and diversity training for staff

JAT has completed the Artemis on-line training module on Equality and Diversity.

We have provided staff training that includes aspects on "Equal Opportunities".

It has been identified that there is a gap in this area for support staff to receive training.

Review of objectives

- In some curriculum areas there is an attainment gap between pupil premium and non-pupil premium students.
- There also remains an attainment gap between SEN students and non-SEN students in some curriculum areas
- There has been a small reduction in the number of FTEs for pupil premium and SEN students from 47.3 % to 45.8 %.
- Two bullying incidents have been categorised according to protected characteristics 1 homophobic and 1 racist (out of 58 incidents). There are no recorded incidents of prejudice-related behaviour, in relation to religious stereotyping. Heads of year maintain records of incidents and actions with incidents swiftly resolved
- The percentage of boys' attainment remains below girls' achievement in some areas.

Actions

- Middle leaders will receive further training in the analysis of data according to student groups to improve intervention planning and implementation to close the gaps.
- Attainment data will be analysed according to protected characteristics
- Implement 'bullying awareness' training for perpetrators
- Implement maintenance workshop programme to address boys underachievement
- Assess the impact of the use of student passports on differentiation through lesson observations
- Extend reporting system of bullying incidents to include a follow up of the impact on victims
- Review objectives for the class of 2017 with reference to GCSE and GCE results
- Provide a refresher training session for all staff on the Equality Act and training for support staff
- Prepare to publish staffing information on the academy website when number of employees exceeds 1

