

## 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 <http://www.ormistonsudburyacademy.co.uk/our-academy/policies/>

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 improvement plan is compiled each year in discussion with all staff and governors. This makes use of comments from parents/carers and students and data collected throughout the year on student performance  
attendance,  
behaviour,  
achievement,  
student mobility and  
engagement with clubs and extra curricular activities.

Data about the performance, attendance and school experience of different groups of students is used by the senior staff and governors in the annual academy improvement planning cycle. Parents/carers and students have opportunities throughout the year to complete questionnaires and provide feedback via meetings and other means and any equality concern raised will be addressed via the Academy Improvement plan and/or via in year immediate changes made as appropriate. Our aim is always to ensure that all students reach their full potential and make excellent progress.



## Equality information

Last reviewed – *February 2026*

### Academy equality challenges

Challenges we have identified are:

1. The attainment of students who are pupil premium and/or SEN
2. The attendance of students who are pupil premium and/or SEN
3. The performance of boys
4. The integration of mid-year admission students

Numbers 1 and 2 are intrinsically linked.

### 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 to 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 students and staff and ensure that the admission arrangements do not disadvantage groups of students
- Monitor / report on suspensions and all incidents of harassment / discrimination
- Providing adequate training for all staff members and governors, covering 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

- All stakeholders are aware of our fully inclusive approach

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
July 2024	New student induction	All	One to one induction for all in year admission students.
September 2024	Attendance Policy	SEN, Disadvantaged	Supported by return to learning conversations
January 2024	Behaviour policy	Consideration of the support students with SEN will need to succeed.	Policy details practces.

### Equality objectives

Last reviewed – August 2024

#### Objective

#### Success criteria

<b>Close the performance gap between disadvantaged and non disadvantaged students.</b>	Performance gap is smaller than national average. This was true in August 2024. We wish to improve the performance of all students without widening the gap
<b>Improve the attendance of students who are disadvantaged.</b>	Looking for improved attendance and reduced persistent absence.

## Understanding our academy community

### Our student population

Total number of students on the roll at the academy is 716.

*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. (Indicated as 'SUP' suppressed figures)*

			The academy		National (if available)	
			Number	%	%	
Gender	Male		393	55		
	Female		323	45		
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	607	84.8		
		Irish	SUP			
		Gypsy or Irish Traveller				
		Any other White background	40	5.59		
	Mixed / multiple ethnic groups	White and Black Caribbean		SUP		
		White and Black African		SUP		
		White and Asian		SUP		
		Any other Mixed/Multiple ethnic background				
	Asian / Asian British	Indian				
		Pakistani		SUP		
		Bangladeshi		SUP		
		Chinese		SUP		
		Any other Asian background		SUP		
	Black / African / Caribbean / Black British	African		SUP		
		Caribbean		SUP		
		Any other Black / African / Caribbean background		SUP		
	Other ethnic group	Arab				
Any other ethnic group		16	2.23			
Information refused			SUP			
Information not obtained						
Disability	Mobility and Physical Impairments					

	Spinal cord injury			
	Head / brain injury			
	Visual impairment			
	Hearing impairment			
	Balance disorders			
	Developmental impairment			
	Cognitive impairment			
	Specific learning disability			
	Information refused			
	Information not obtained			
Special Educational Needs (SEN)	No specified special educational need	569	79.47	
	SEND support (K)	114	15.92	
	Education Health Care Plan (EHCP)	33	4.61	
Religion	No religion			
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)			
	Buddhist	SUP		
	Hindu			
	Jewish			
	Muslim			
	Sikh	SUP		
	Any other religion	SUP		
	Information refused	SUP		
Information not obtained				
Pregnancy and maternity	Students who are pregnant			
	Students who have recently given birth			
Information on other groups	Students with English as an additional language (EAL)	30		
	Children Looked After (CLA)/ever in care	SUP		
	Young carers	19	2.65	
	Information on students in receipt of additional funding, i.e. pupil premium, is available <a href="http://www.ormistonsudburyacademy.co.uk">www.ormistonsudburyacademy.co.uk</a>			

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

The academy employs less than 150 staff members and therefore is not required to publish this data. The academy uses any data collected about its staff demographic to inform policies, decisions and the objectives detailed on this document.

As of February 2026, the academy employs 93 staff members. Our staff are employed in the following main groups:

- Teaching staff 42
- Support staff 51

			Number	% of all staff
Gender	Male		25	22
	Female		68	78
Age	Under 21			
	21-30			
	31-40			
	41-50			
	51-60			
	61-70			
	71-80			
	Over 80			
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British		
		Irish		
		Gypsy or Irish Traveller		
		Any other White background		
	Mixed / multiple ethnic groups	White and Black Caribbean		
		White and Black African		
		White and Asian		
		Any other Mixed/Multiple ethnic background		
	Asian / Asian British	Indian		
		Pakistani		

		Bangladeshi		
		Chinese		
		Any other Asian background		
	Black / African / Caribbean / Black British	African		
		Caribbean		
		Any other Black / African / Caribbean background		
	Other ethnic group	Arab		
		Any other ethnic group		
	Information refused			
	Information not obtained			
Disability	Mobility and Physical Impairments			
	Spinal cord injury			
	Head / brain injury			
	Visual impairment			
	Hearing impairment			
	Balance disorders			
	Developmental impairment			
	Cognitive impairment			
	Specific learning disability			
	Information refused			
	Information not obtained			
	Religion	No religion		
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)				
Buddhist				
Hindu				
Jewish				
Muslim				
Sikh				
Any other religion				
Information refused				
Information not obtained				
Pregnancy and maternity	Staff members who are pregnant			
	Staff members who have recently given birth			

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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.