



Ormiston South Parade Academy Equality Statement

Ormiston South Parade Academy is committed to the principles of promoting equality of opportunity, celebrating diversity and reducing discrimination in order to create a positive environment where all pupils feel able to achieve. We want to ensure that all staff, pupils and members of the school community feel valued, and are treated fairly and with respect. These principles are reflected within our Equality Policy, with which this statement is aligned, and together, they demonstrate not only our commitment to equality but also ensure that we fulfil our legal obligations. Since April 2012 all public bodies, including all local authorities and all schools have been bound by what is known as the Public Sector Equality Duty (Section 149 of the Equality Act). This replaces previous statutory duties on race, gender and disability and covers the 9 protected characteristics. Schools and local authorities have:

- a) a general duty and
- b) two specific duties.

The General Duty to promote equality -

Schools must have due regard to the need to:

- 1) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010.
- 2) Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it by:
 - removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have,
 - taking steps to meet the particular needs of people who have a particular characteristic,
 - encouraging people who have a particular characteristic to participate fully in any activities.
- 3) Foster good relations between people who share a protected characteristic and people who do not share it.

Schools need to consider how they tackle prejudice and promote understanding through:

- the curriculum
- community cohesion
- anti-bullying policies

In order to meet our general duties, the law requires us to do some specific duties to demonstrate how we meet the general duties

- Publish equality information
- Prepare and publish equality objectives.

Note: Information will not be published where confidentiality cannot be guaranteed

Ormiston South Parade Academy Mission Statement –

Our motto is *'Believe in Yourself'*.

Ormiston South Parade Academy provides a positive learning experience that equips learners for life.

Our vision is to: **Educate** to achieve personal success. **Nurture** everyone's uniqueness and special gifts. **Value** everyone's diversity. Develop everyone to their full potential and create well-rounded responsible individuals.

At the heart of this vision are the 5 Rs for learning and life. We want our pupils to be: **Respectful, Responsible, Resilient, Reflective** and **Resourceful**.

In fulfilling our legal obligations we will be guided by the following core statements:

1. All learners are of equal value.
2. We recognise, welcome and respect diversity.
3. We foster positive attitudes and relationships, and a shared sense of belonging
4. We observe good equalities practice, including staff recruitment, retention and development.
5. We aim to reduce and remove existing inequalities and barriers

Equality Information

1. Information about Pupil Population

Number of pupils on roll at the school: 564

Information on Pupils by protected characteristics -

- 75.5% of pupils are White British with 24.5% from other minority ethnic groups. 19.86% are classed as not having English as their first language. There are 23 different first languages.
- The whole school population is 50.00% girls and 50.00% boys.
- Religious preferences are 15.07% Christian, 3.55% Muslim, 1.06% Hindu, 4.26% other religion and 76.06% No Stated Religion.
- Overall attendance for 2024/2025 was 94.97%.
- 21.81% of pupils are designated as having SEN support, with 4.96% having an EHC plan.

Information on other groups of pupils -

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

In addition to pupils with protected characteristics, there are also the following groups of pupils:

- 56.8% of pupils are classed as disadvantaged pupils. 75% of the pupils in pre-school are disadvantaged.
- Other vulnerable groups may include pupils with child protection plans, Looked After Children, children who are registered as young carers, children referred to services such as CAMHs and pupils with specific medical conditions. However, we reserve the right not to disclose such data.

1. 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.

Schools 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.

- We are aware of the requirements of the Equality Act 2010 and that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Where applicable our policies make explicit reference to equality requirements and reflect our aim to give careful consideration to such issues.
- We aim to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils at whole school and year group levels.
- We recognise the need for members of the school community to have training in order to consider equality issues with regards to all aspects of Academy life
- We analyse our data to ensure we act upon any concerns in relation to protected groups.
- The principles of Equality are reinforced through school assemblies and PSHE, SMSC and RE lessons which focus on respect for all individuals taking into account their many differences including culture, ethnicity and ability.
- We have a school behaviour policy and anti-bullying policy with a focus on mutual respect, good relations, and an absence of prejudice related bullying including discriminatory and offensive language.
- 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 and monitor the impact our provision has had.
- We provide training to all pupils and staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- We have an accessibility plan that supports all members of our school community.
- Our admission arrangements are those set out by the Local Authority, giving priority to pupils with special educational needs or in care.
- 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 which states clearly that discrimination or prejudice of any kind will not be tolerated.

Equality Objectives

In order to ensure that we continue to demonstrate our commitment to the equality of opportunity, we have identified 4 key objectives on which we will focus over the next 12 months. These objectives will be shared on the Academy web-site and regular reports will be provided to Governors to demonstrate our progress.

Our key objectives are:

1. To ensure that the progress of SEN pupils is in line with their individual plans and flight paths.
2. To ensure that children from all protected groups are accessing the full range of enrichment opportunities offered by the Academy.
3. To promote an appreciation and understanding of a range of cultures and religions through the RE curriculum and SMSC.
4. To promote attainment at Greater Depth.