

## Equality information

Last reviewed – June 2021

### Academy equality challenges

This is a summary of the issues that we are most concerned about. For some of these challenges we have also set equality objectives listed on our website.

- An Increasing number of students identifying as LGBT+
- Attainment of boys
- Increasing number of students with EAL
- Addressing Cultural Capital and access to opportunities for disadvantaged students
- Literacy

### 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: *[Add, amend or delete]*

- 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

### Cosultation

The academy runs a series of parent and student voice activities to consult on key issues across the academy and inform the direction of activities, policy and practice e.g. The 'Proud Pals' group are leading on the LGBT+ awareness and visibility agenda (including WOA's first Pride)

## Understanding our academy community

### Our student population

Total number of students on the roll at the academy is 1112

*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		553	49.64	50.13	
	Female		561	50.36	49.87	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	633	56.82	65.9	
		Irish	0	0.00	0.3	
		Gypsy or Irish Traveller	1	0.09	0.2	
		Any other White background	88	7.90	5.9	
	Mixed / multiple ethnic groups	White and Black Caribbean		39	3.50	1.5
		White and Black African		5	0.45	0.8
		White and Asian		9	0.81	1.4
		Any other Mixed/Multiple ethnic background		32	2.87	2.1
	Asian / Asian British	Indian		96	8.62	3.2
		Pakistani		23	2.06	4.4
		Bangladeshi		25	2.24	1.9
		Chinese		3	0.27	0.4
		Any other Asian background		33	2.96	2.0
	Black / African / Caribbean / Black British	African		33	2.96	4.1
		Caribbean		38	3.41	1.2
		Any other Black / African / Caribbean background		14	1.26	0.8
Other ethnic group	Arab		0	0.00	N/A	
	Any other ethnic group		24	2.15	2.0	
Information refused			2	0.18	1.8	
Information not obtained			16	1.44		
Disability	Mobility and Physical Impairments		7	0.63	0.3	

	Spinal cord injury	0	0.00	N/A
	Head / brain injury	2	0.18	N/A
	Visual impairment	7	0.63	0.1
	Hearing impairment	6	0.54	0.1
	Balance disorders	0	0.00	N/A
	Autistic Spectrum Disorder	41	3.68	0.3
	Speech, Language or Communication Need	63	5.66	0.9
	Cognitive impairment	119	10.68	0.6
	Specific learning disability	17	1.53	0.3
	Information refused	N/A	N/A	N/A
	Information not obtained	N/A	N/A	N/A
Special Educational Needs (SEN)	No specified special educational need	830	74.44	87.11
	SEND support (K)	227	20.36	11.12
	Education Health Care Plan (EHCP)	58	5.20	1.77
Religion	No religion	325	29.15	N/A
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	445	39.91	N/A
	Buddhist	2	0.18	N/A
	Hindu	20	1.79	N/A
	Jewish	0	0.00	N/A
	Muslim	90	8.07	N/A
	Sikh	88	7.89	N/A
	Any other religion	9	0.81	N/A
	Information refused	136	12.20	N/A
	Information not obtained	0	0.00	N/A
Pregnancy and maternity	Students who are pregnant	0	0.00	N/A
	Students who have recently given birth	0	0.00	N/A
Information on other groups	Students with English as an additional language (EAL)	581	42.93	17.1
	Children Looked After (CLA)	14	1.26	N/A
	Young carers	43	3.87	8.0
	Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available on our website			

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.