

## Equality within the academy – March 2026

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 (78.3%), and there are roughly equal number of boys and girls, (50.5%/49.5%) although this differs in some year groups. We have a higher-than-average number of students who are eligible for free school meals (40.3%). 21.3% of our students have been identified as having special educational needs, well above the national average.'

Our academy improvement 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 good progress.

Equality objectives

Objective	Success Criteria
<p><b>Develop a process to better engage with all communities in our local area</b></p>	<p>At OSSMA, 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.</p>
<p><b>To increase out attendance for all students but particularly those classified as disadvantaged.</b></p>	<p>We plan to increase our attendance for disadvantaged students by 3-5% from last academy year. We also plan on reducing our PA for disadvantaged students by 3-5% from last academic year.</p>
<p><b>To continue to raise awareness of Harmful Sexual Behaviour through our PSHE programme and bespoke opportunities for each year group.</b></p>	<p>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.</p>

## Equality information

### Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

**To continue to reduce suspensions for students with SEND, particularly students with SEMH.**

### 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
- 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
Oct 2025 March 2026	SEN Team EHCP & SEN K Officer  SEND progress	Based on feedback from SEN students and the SEN Team a plan fro LSA support in NEA subjects was created	LSA support plan created and adapted as needed
Sept 2025	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.
Jan 2026	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:

<b>Date</b>	<b>Policy or decision</b>	<b>Equality issues we considered</b>	<b>Action taken or changes made</b>
Jan 2026	Behaviour Policy	Students with SEND needs	Reasonable adjustment has been taken in to consideration for students with SEND

## Understanding our academy community

### Our student population

Total number of students on the roll at the academy is 1173.

*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		592	50.5	
	Female		581	49.5	
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	921	78.6	
		Irish			
		Gypsy or Irish Traveller	1	0.1	
		Any other White background	25	2.1	
	Mixed / multiple ethnic groups	White and Black Caribbean	10	0.9	
		White and Black African	9	0.8	
		White and Asian	13	1.1	
		Any other Mixed/Multiple ethnic background	14	1.2	
	Asian / Asian British	Indian	8	0.7	
		Pakistani	83	7.1	
		Bangladeshi	5	0.4	
		Chinese	1	0.1	
		Any other Asian background	29	2.4	
Black / African / Caribbean / Black British	African	26	2.2		
	Caribbean	2	0.2		
	Any other Black / African / Caribbean background	9	0.7		

	Other ethnic group	Arab	2	0.2
		Any other ethnic group	11	0.9
		Information refused	2	0.2
		Information not obtained	2	0.2
Disability	Mobility and Physical Impairments		6	0.5
	Spinal cord injury			
	Head / brain injury			
	Visual impairment		2	0.2
	Hearing impairment		3	0.3
	Balance disorders			
	Developmental impairment			
	Cognitive impairment			
	Specific learning disability		24	2.0
	Information refused			
	Information not obtained			
Special Educational Needs (SEN)	No specified special educational need		923	78.6
	SEND support (K)		200	17.1
	Education Health Care Plan (EHCP)		50	4.3
Religion	No religion		268	22.8
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)		222	18.9
	Buddhist		1	0.1
	Hindu		3	0.3
	Jewish			
	Muslim		73	6.2
	Sikh		2	0.2
	Any other religion		22	1.9
	Information refused		9	0.8
	Information not obtained		573	48.8
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)	133	11.3
	Children Looked After (CLA)	24	2.0
	Young carers	72	6.1

Information on students in receipt of additional funding (pupil premium, year 7 catch up, free school meals) is available [\[link to data on the website\]](#).

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

As of 1 September 2025 the academy employs 173 members of staff (including Exam Invigilators) staff members. Our staff are employed in the following main groups:

Teaching staff;- 71

Support staff;- 102

			Number	% of all staff
Gender	Male		52	29.71
	Female		121	69.14
Age	Under 21		3	1.73
	21-30		27	15.61
	31-40		51	29.48
	41-50		36	20.81
	51-60		28	16.18
	61-70		17	9.83
	71-80		8	4.62
	Over 80		1	0.58
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	161	92%
		Irish	1	0.57%
		Gypsy or Irish Traveller	0	0
		Any other White background	0	0
Mixed / multiple ethnic groups		White and Black Caribbean	0	0
		White and Black African	1	0.57%
		White and Asian	0	0
		Any other Mixed/Multiple ethnic background	0	0
Asian / Asian British		Indian	0	0
		Pakistani	4	2.29%
		Bangladeshi	0	0
		Chinese	0	0
		Any other Asian background	1	0.57%
Black / African / Caribbean / Black British		African	0	0
		Caribbean	0	0
		Any other Black / African / Caribbean background	1	0.57%
Other ethnic group		Arab	0	0
		Any other ethnic group	1	0.57%
	Information refused		3	1.71%

	Information not obtained	0	
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	34	19.43
	Information not obtained	0	
	“Yes” Declared	2	1.14
	None Declared	137	78.29
Religion	No religion	25	14.29
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	27	15.43
	Buddhist		
	Hindu		
	Jewish		
	Muslim / Islam	3	1.71
	Sikh		
	Any other religion	1	0.57
	Information refused	3	1.71
	Information not obtained	115	65.71
Pregnancy and maternity	Staff members who are pregnant	1	0.57
	Staff members who have recently given birth	5 on maternity 6 if we aren't excluding 1 x adoption leave	2.86

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;-

Prefer Not to Say	2 / 1.14%
Information Not Obtained	57 / 32.57%
Heterosexual / Straight	108 / 61.71%
Homosexual / Lesbian / Gay	3 / 1.71%
Bisexual	4 / 2.29%