# 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. Please see this on our [Policies and Privacy Notices page](https://thomasw.rivoagency.com/key-info/policies/) on our website.

## 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 and there are roughly equal number of boys and girls although this differs in some year groups. Children come from a very broad socio-economic background. Our catchment area is county-wide. 100% of our students have been identified as having special educational needs.

The numbers eligible for free school meals remains fairly consistent year on year and generally hovers just under 30%. At the start of 25-26 we have 27% registered. The number of children with English as an additional language is moving steadily upwards, currently we have 20% of our children from families where English is not the primary language spoken at home or where children may frequently be exposed to a language other than English. Portuguese and Romanian are the most well-represented languages. 6% of our children are in care and a further 6% are subject to an SGO or are adopted.

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 Last reviewed – *September 2025*

|  |  |
| --- | --- |
| Objective  To reduce barriers to communication for families whose first language is not English | Success criteria  Clear and consistent procedures in place across the academy around communications with families for whom English is not their first language  Safeguarding data and discussions with families demonstrate an improvement in the flow and format of information from the academy so it is more easily understood and acted upon |
|  |  |
|  |  |
|  |  |

Equality information Last reviewed – *[Insert date]*

## 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.

*[Detail any areas that the academy has identified as an equality challenge – this could be regarding particular groups’ attendance / attainment or other relevant challenge].*

## 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 to 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

## How we are performing

*[List any impact / outcomes that have been identified through academy actions – use objectives and evidence any successes, this can also include how the academy advances equality of opportunity and promotes community cohesion as well as closing the gap information (or linking to it if it is elsewhere on the website]*

Below details previous issues that we have consulted members of the academy community on:

*[Detail any areas that were consulted upon and any action taken following consultation]*

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Who we consulted | Summary | Action taken |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Below is a record of how we have considered equality issues when making decisions:

*[Detail any areas that were consulted upon and any action taken following consultation]*

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Policy or decision | Equality issues we considered | Action taken or changes made |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*[Add here any plans of future actions, if any].*

# Understanding our academy community

*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.*

## Our student population

Total number of students on the roll at the academy is *[insert number]*.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | | The academy | | National (if available) |
| Number | % | % |
| Gender | Male | |  |  |  |
| Female | |  |  |  |
| 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 | |  |  |  |
| Special Educational Needs (SEN) | No specified special educational need | |  |  |  |
| SEND support (K) | |  |  |  |
| Education Health Care Plan (EHCP) | |  |  |  |
| 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 | Students who are pregnant | |  |  |  |
| Students who have recently given birth | |  |  |  |
| Information on other groups | Students with English as an additional language (EAL) | |  |  |  |
| Children Looked After (CLA) | |  |  |  |
| Young carers | |  |  |  |
| 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: *[If the following information is collected then this needs to be added to the table above]*

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

*Where the academy has fewer than 150 staff members and chooses not to publish equality information about their staff members:*

The academy employs fewer 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.

*Where the academy has more than 150 staff members or choses to publish equality information if they have less than 150:*

As of 1 September *[insert year]* the academy employs *[insert number]* (including Exam Invigilators) staff members. Our staff are employed in the following main groups:

Teaching staff

Support staff

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | Number | % of all staff |
| Gender | Male | |  |  |
| Female | |  |  |
| 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 | |  |  |

No Information was available on the following protected characteristics: *[****If*** *the following information is collected then this needs to be added to the table above]*

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