

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 [[link to the policy or state where it can be found](#)].

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.

Information about Pupil Population:

- Number of children currently on roll at the Academy – 376 (inc Pre School - 402)

Information on Pupil groups within the Academy cohort EYFS to Y6:

- 71% of the academy population are White British with other ethnic groups accounting for 29% of the population. Of this group the largest group represented is any Asian background 6.39%.
- The Whole school population is made up of 50.50% boys and 49.50% girls.
- 16.92% of the academy cohort qualify for free school meals- this is slightly below the national average.
- 18.41% of our students have been identified as having special educational needs, this is in line with the national average.
- 5.22% of the school cohort are EAL which is well below the national average. The range of Home/ First Languages within the school community are English (94.3%), Malayalam (1.3%), Hindi (1.0%), Igbo (1.0%), Czech (0.2%), Polish (0.2%), Filipino (0.2%), Turkish (0.2%) Urdu (0.4), Arabic (0.4%)
None registered (1.0%).
- Children at Hunnyhill Ormiston Academy are predominantly from families of no religion (50.3%). However, there are members of the Christian (39.4%) Hindu (0.5%), Islam (2.6%) Roman catholic (1.06%) Church of England (1.59%) and Jehovah's Witness (1.06%) faith communities represented within our school family.

Our academy improvement plan is compiled each year in discussion with all staff, the Trust 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 objective Last reviewed – Nov 2025

| Objectives | Success Criteria |
|---|---|
| To Provide enrichment opportunities to celebrate national and locally culturally significant events, special days and holidays . | Assemblies linked to events. Belonging is a Golden thread through the R.E curriculum. Cultural and Diversity day annually in the summer term. |
| <i>To ensure pupils understand why using certain language/words are inappropriate and are appropriately sanctioned if they are perpetrators; and they are supported if they are victims</i> | PCSO visits and workshops, e-safety. Supporting families by sharing information through dojo. Y6 workshop on hate crime. Prevent, taking responsibility and being proud of where we come from assemblies. SCARF PSHE curriculum. |
| To narrow the attainment gap between Pupil Premium and Non-Pupil Premium groups across the academy in reading | All year groups demonstrate that reading attainment continues to improve, closing the gap to Non-Pupil Premium. |
| To narrow the attainment gap between Pupil Premium and Non-Pupil Premium groups across the academy in writing | All year groups demonstrate that writing attainment continues to improve, closing the gap to Non-Pupil Premium. |
| To narrow the attainment gap between Pupil Premium and Non-Pupil Premium groups across the academy in maths | All year groups demonstrate that maths attainment continues to improve, closing the gap to Non-Pupil Premium. |
| To continue to support the attendance of the Pupil Premium group in order close the gap with the rest of the academy. | Attendance for the Pupil Premium group shows improvement over the year and the gap narrows with that of the whole academy. |

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.

- Attendance of Pupil Premium group
- Attainment of Pupil premium group

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 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 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.

Understanding our academy community

Our student population

Total number of students on the roll at the academy
is 402 (Pre School to Y6)

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 EYFS to Y6 | | National (if available) | |
|--------------------------|---|---|---------------------------|--------|-------------------------------|--|
| | | | Number | % | % | |
| Gender | Male | | 189 | 50.27% | | |
| | Female | | 187 | 49.73% | | |
| Ethnicity | White | English / Welsh / Scottish / Northern Irish / British | 267 | 71.1% | | |
| | | Irish | 0 | 0% | | |
| | | Gypsy or Irish Traveller | 0 | 0% | | |
| | | Any other White background | 12 | 3.19% | | |
| | Mixed / multiple ethnic groups | White and Black Caribbean | | 10 | 2.65% | |
| | | White and Black African | | 16 | 4.25% | |
| | | White and Asian | | | | |
| | | Any other Mixed/Multiple ethnic background | | | | |
| | Asian / Asian British | Indian | | 0 | | |
| | | Pakistani | | | | |
| | | Bangladeshi | | 0 | | |
| | | Chinese | | 0 | | |
| | | Any other Asian background | | 24 | 6.38% | |
| | Black / African / Caribbean / Black British | African | | 16 | 4.25% | |
| | | Caribbean | | 10 | 2.65% | |
| | | Any other Black / African / Caribbean background | | 0 | | |
| | Other ethnic group | Arab | | | | |
| Any other ethnic group | | 0 | | | | |
| Information refused | | | 0 | | | |
| Information not obtained | | | | | | |

| | | | | |
|---------------------------------|---|-----|--------|--------|
| Disability | Sensory & Physical | 2 | 2.7% | |
| | SEMH | 21 | 29.1% | |
| | Cognition & Learning | 20 | 27.7% | |
| | Communication & Interaction | 29 | 40.2% | |
| Special Educational Needs (SEN) | No specified special educational need | 304 | 80.85% | |
| | SEND support (K) | 50 | 13.08% | 13.06% |
| | Education Health Care Plan (EHCP) | 22 | 5.47% | 4.8% |
| Religion | No religion | 147 | 39% | |
| | Christian (including Church of England, Catholic, Protestant and all other Christian denominations) | 159 | 42.2% | |
| | Buddhist | 0 | 0 | |
| | Hindu | | | |
| | Jewish | 0 | 0% | |
| | Muslim | 0 | 0 | |
| | Sikh | 0 | 0 | |
| | Any other religion | 21 | 5.5% | |
| | Information refused | 0 | 0 | |
| | Information not obtained | 42 | 11% | |
| Pregnancy and maternity | Students who are pregnant | 0 | 0% | |
| | Students who have recently given birth | 0 | 0% | |
| Information on other groups | Students with English as an additional language (EAL) | 19 | 5% | |
| | Children Looked After (CLA) | | | |
| | Young carers | | | |

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

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.

| | | | 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 | | |
| | Mixed / multiple ethnic groups | Irish | | |
| Gypsy or Irish Traveller | | | | |
| Any other White background | | | | |
| 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.