



Equality Information and Objectives Policy 2026

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Contents

1. Aims	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Eliminating discrimination.....	4
5. Advancing equality of opportunity	4
6. Fostering good relations.....	5
7. Equality considerations in decision-making	5
8. Equality objectives	6
9. Monitoring arrangements	7
10. Links with other policies	7

1. Aims

Our academy aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our academy aims to promote respect for difference and diversity in accordance with our values, such as equality of provision for all students and maximising the life chances of all students.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

NB: As BOA is an academy, this document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The Academy Governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the academy, including to staff, students and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 3 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the Academy Governing Board regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives among staff and students
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

The designated member of staff for equality will:

- Support the Principal in promoting knowledge and understanding of the equality objectives among staff and students
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Principal in identifying any staff training needs, and deliver training as necessary

Academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during annual training on the selection process outlined in the academy's admissions arrangements and during annual training sessions. Where these matters have been discussed during a meeting,

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of each academic year. This includes ensuring all staff have read this policy and the objectives set out in section 8.

The academy has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- 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 (e.g. encouraging all students to be involved in the full range of academy societies)

In fulfilling this aspect of the duty, the academy will:

- Review attainment data each academic year to monitor how students with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Review nationally published data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

Birmingham Ormiston Academy (aka BOA) does not have more than 150 employees but, in line with the guidance published by the Equality Human Rights Commission, we will consider how our activities as an employer affect staff with protected characteristics.

As an academy, we will monitor:

- The make-up of our workforce, with breakdowns of staff at different grades, levels and rates of pay (including any patterns of occupational segregation and part-time work)
- The profile of staff at different stages of employment including recruitment, training, promotion and leavers.
- Applications for learning and development opportunities and their outcomes for staff with different protected characteristics
- Grievances and disciplinary issues and complaints of discrimination and other prohibited conduct
- Policies and programmes in place to address equality concerns from staff
- Information from staff surveys

6. Fostering good relations

The academy aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RHSE (relationships, health and sex education), citizenship and personal, health, social and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Making students aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the academy. For example, our academy student council (Voice of BOA) has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the academy's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The academy always considers the impact of significant decisions on particular groups. For example, when an academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls
- Is accessible, where possible, to students from different economic backgrounds

The academy keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

As an academy, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen 1st October to be our deadline for this

Objective 1: Advance equality of opportunity to all students

Target: Reduce attainment gaps between students with protected characteristics by 10% by July 2027.

To achieve this objective, we plan to:

- Conduct termly data analysis on attainment by ethnicity, gender, SEND, and socio-economic background.
- Implement targeted academic mentoring and tutoring programmes.
- Ensure curriculum materials reflect diverse perspectives and experiences.
- Provide CPD for staff on unconscious bias and inclusive teaching strategies.

Objective 2: Ensure equity in student selection during aptitude workshop process

Target: Ensure the places awarded to successful applicants during the selection process is representative of the percentages of applications received from different groups of young people (proportional representation).

To achieve this objective, we plan to:

- Provide CPD for staff on unconscious bias and inclusive assessment strategies.
- Review materials used for aptitude workshops and assessment criteria to ensure they are inclusive and do not disadvantage students from different cultural or socio-economic backgrounds, and students with additional needs.
- Ensure aptitude assessment panels are trained in inclusive assessment practices.
- Include student voice and parent voice in evaluating the fairness and accessibility of aptitude processes.

Objective 3: Foster a Culture of Inclusion and Belonging

Target: Achieve a 90% positive response rate in student and staff surveys regarding feeling safe, respected, and included by July 2027.

To achieve this objective, we plan to:

Progress we are making towards this objective:

- Maximise input from the student-led EDI committee that advises on academy culture and initiatives.
- Celebrate cultural and religious events through assemblies, themed weeks and culture celebration days.

Objective 4: Embed EDI into academy governance and strategic planning

Target: Ensure EDI objectives are fully integrated into the School Improvement Plan (SIP) and reviewed termly by governors.

To achieve this objective, we plan to:

Progress we are making towards this objective:

- Deliver annual EDI training to governors to assist review of statutory policies.

- Monitor exclusions, attendance, and complaints data for patterns of inequality.
- Conduct annual parent, staff, and student surveys to inform policy updates.
- Ensure objectives in the SIP aim to maximise the life chances of all students.

9. Monitoring arrangements

- The Principal will update the equality information we publish at least every year. Academy-specific equality objectives will be reviewed by Principal and Academy Governing Board at least every 3 years.
- This document will be reviewed by the Principal annually, to ensure continued compliance with the PSED.
- This document will be approved by the Academy Governing Board as part of the October review.

10. Links with other policies

This document links to the following policies:

- BOA 1 Year and 3 Year Action Plans
- Staff Conduct
- Student Professional Conduct
- Anti-Bullying
- SEN information report
- SEND policy