Equality Information and Objectives

Promoting equality and community cohesion at City of Norwich School, An Ormiston Academy

At CNS we have a strong commitment to fairness and equality in everything that we do.

- CNS is committed to promoting an ethos that safeguards the dignity and wellbeing of everyone and encourages practices that take into account the rights of individuals to be treated with dignity and respect.
- We try to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that CNS is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some students, extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students and parents/carers, and through our Student Voice activities.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their sex; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about CNS's population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

We welcome the emphasis in the Ofsted inspection framework on the importance of closing gaps in achievement which affect, amongst others:

- Students from certain ethnic and cultural backgrounds
- Students who are supported by the student pupil premium
- Students who are disabled
- Students who have special educational needs
- Boys in certain subjects, and girls in certain other subjects.

For more information about our work on equalities at CNS please contact:

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Part 1: Information about the student population

Number of students on roll at CNS (as of October 2025): 1695

Information on students by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

The protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race including race including colour, nationality, ethnic or national origin, religion and belief, sex and sexual orientation and Marriage or civil partnership.

Number of students with Special Educational Needs and Disabilities: 286

There are students at CNS with different types of disabilities and these include:

- Hearing disabilities
- Physical disabilities
- Visual disabilities
- Health problems
- Mental health difficulties
- Specific learning and behavioural disabilities such as dyslexia and ADHD

Student Special Educational Needs (SEND) Provision		
	Number of students	**Percentage (%) of CNSpopulation**
No Special Education Need	1409	83.13
SEN Support	245	14.45
Statement/EHCP	41	2.42

Religion and belief			
	Percentage (%) of CNS population		**Percentage (%) of CNS population**
Buddhist	0.06	No religion	4.72
Christian	2.36	Other	0.24
Hindu	0.06	Refused to say	0.12
Muslim	0.59	No information given	91.86

Ethnicity and race	
	Percentage (%) ofCNS population
Any other Asian background	0.88
Any other black background	0.12
Any other ethnic group	1.24
Any other mixed background	2.30
Any other white background	7.26
Arab	0.06
Asian British	0.06
Bangladeshi	1.24
Black African	3.13
Black Carribean	0.41
Chinese	1.24
Indian	1.12
No Info given	0.71
Pakistani	0.35
Refused	0.94
White and Asian	1.88
White and black African	1.36
White and black Carribean	0.83
White British	74.69
White Irish	0.12
White Irish Traveller	0.06

Gender	
Male	836
Female	859

Gender Reassignment

What do we mean by gender reassignment?

We recognise that a person may express their gender in a way that differs from or is inconsistent with the physical sex that they were born with.

Our Commitment

- We will not tolerate any form of discrimination, harassment and victimisation directed at anyone because they propose to undergo, are undergoing or have undergone gender reassignment.
- We do not collect data on students who are planning to undergo, who are undergoing or who have undergone gender reassignment.
- Although it is rare for students to undergo a process of gender reassignment, when this happens it will always be managed with care and sensitivity.
- We recognise that people who are undergoing a process to reassign their gender may experience discrimination and harassment.
- Our behaviour policy promotes safety for all groups of students, regardless of gender identity.
- We will always tackle any incidents of transgender bullying whether these are directed at students, teachers and other members of staff, parents and carers, or transgender people in the community.

Sexual orientation

- We do not collect data on the sexual orientation of our students.
- We are aware that there may be a number of equality issues for LGBT+ (lesbian, gay, bisexual, transsexual, transgender, intersex, queer, questioning, two-spirit, asexual) young people. We take seriously any incidents of homophobic bullying and use of homophobic language, such as use of the word 'gay' to mean something is bad or rubbish.
- We do record incidents regarding sexual discrimination or homophobic bullying and report these to Governors on a termly basis.
- Our behaviour policy promotes safety for all groups of students, regardless of sexuality.
- We support students to develop the skills to be confident learners and accepting of one another's expressions of gender, through the PSHE curriculum.
- We support meetings for those who wish to share or find out about different sexual orientations (LGBT+) via the LGBTQ+ group at CNS and via the use of support workers from Norfolk LGBTQ+ Project).
- We currently hold the 'Educating With Pride' Award.

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The public sector equality duty

- We are aware that under the Equality Act 2010 it is unlawful to discriminate, harass and victimise a person because of a protected characteristic.
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our students and employees.
- We have a CNS behaviour policy that includes the need for CNS to act upon bullying of all types and forms.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a special educational needs policy that outlines the provision CNS makes for students with disabilities and special educational needs.
- Our Accessibility Plan increases the extent to which all students can participate in the curriculum, improves the physical environment of CNS and increases the availability of accessible information to disabled students.
- Our admission arrangements provide opportunity to identify and to support any student who has a protected characteristic.
- Our complaints procedure sets out how we deal with any complaints relating to CNS.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that sets out the standards of professional behaviour expected from all members of staff.

Disability

What do we mean by disability equality?
We recognise that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

Our Commitment
We are committed to promoting equality of opportunity for students, staff and other users of our services so they can equal access to all of our school and its services. This policy is a statement of our commitment and shows clearly how we will work over the next three years to achieve our goal.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs.
- We take reasonable adjustments to ensure that disabled students are not put at a disadvantage compared to other students.
- We will ensure that there is consultation with disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them, rather than relying on people acting on their behalf.
- We carry out accessibility planning for disabled students that increases the extent to which they can participate in the curriculum, improves the physical environment of CNS and increases the availability of accessible information to disabled students.

How we foster good relations and promote students' spiritual, moral, social and cultural development:

- CNS is proud to have a very strong planned SMSC as recognised by Ofsted.
- We enable all students to learn about the experiences of disabled people and the discriminatory attitudes they often experience.
- We take part in events that celebrate the lives of disabled people and promote equality.
- We ensure that the curriculum has positive images of disabled people.
- CNS tackles all bullying or harassment including known vulnerabilities based on special education need or disability.
- We tackle prejudice and any incidents of bullying based on disability.

Ethnicity and Race (including EAL learners)

What do we mean by race equality?
CNS adopts the definition of race as outlined in the Equality Act 2010 as one of the protected characteristics which referred to a group of people defined by their race, colour and nationality (including citizenship) ethnic or national origins.

What do we mean by EAL learners?
CNS adopts the DfE definition for EAL learning which refers to learners whose first language is not English.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our students by ethnicity and EAL.
- We set targets to improve the attainment and progression rates of particular groups of students.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We are developing particular initiatives to tackle the motivation and engagement in learning of particular groups.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups.
- Where possible, we link with groups, organisations and projects in the local, national and international community to provide a greater appreciation of cultures, languages, and religion to foster harmony and tolerance of one and another.

How we foster good relations and promote students' spiritual, moral, social and cultural development:

- CNS is proud to have a very strong planned SMSC as recognised by Ofsted.
- We provide all students with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes.
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain.
- We promote a celebration of our EAL students via assemblies, throughout lessons and via entry to public examinations.
- CNS has a clear policy outlined on our website, to students and staff of our intolerance of bullying or harassment on the basis of race, ethnicity and culture. The policy outlines our procedures and measures to ensure that the victim and the bully are dealt with appropriately and clear steps to monitor the situation after the matter has been reported and dealt with.

Gender

What do we mean by gender equality?
We define sex as biological and gender as the characteristics of woman, men, girls and boys that are socially constructed.
Gender equality is the elimination of discrimination and full respect and equity, regardless of gender

How we advance equality of opportunity:

- We monitor the attainment of all our students by gender.
- We take a "Which boys? Which girls?" approach to address underachievement: neither boys nor girls are treated as homogeneous groups.
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls.
- We are identifying and addressing barriers to the participation of all genders in activities e.g. we facilitate gender neutral toilet and changing space.
- We ensure that gender stereotypes in subject choices, careers advice and work/university experience are avoided.
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment.
- We work in partnership with other organisations, including FE and HE institutions, to develop innovative and inventive ways of tackling gender segregation in subject and career choice.
- Parents, carers and families are given opportunities to contribute to the development, delivery and evaluation of the CNS's gender equality initiatives.
- All parents and carers are encouraged to be involved in the work of CNS and contribute to their children's learning and progress.

How we foster good relations and promote students' spiritual, moral, social and cultural development:

- CNS is proud to have a very strong planned SMSC as recognised by Ofsted.
- We ensure that we respond to any harmful sexual behaviour in line with the CNS policies.
- We encourage students to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes.
- We are committed to PHSE activities and other areas of the curriculum addressing issues such as child sexual exploitation (CSE), domestic violence, gender violence, honor based violence and peer on peer abuse; in the knowledge that there are specific vulnerabilities based on gender.
- Ensuring the inclusion of positive, non-stereotypical images of women and men, girls and boys across the curriculum

Religion, belief or non-belief

What do we mean by religion and belief?
Religion is the belief in and worship of a God or gods, that has an identifiable and a clear structural belief system. A belief alone or non-belief does not include faith or worship of a god or gods but must affect how a person lives their lives or perceives theworld (e.g. Humanism).

How we advance equality of opportunity:

- We study all major religions and some minor religions in RE.
- All students study RE in key stage 3 and key stage 4.
- We are a secular school and whilst a number of our students follow a faith this does not impact on our statutory requirement to deliver a secular education.
- Facilitate prayer space and opportunity for religious practice

How we foster good relations and promote students' spiritual, moral, social and cultural development:

- CNS is proud to have a very strong planned SMSC as recognised by Ofsted.
- Our curriculum, including RE, supports students to be accepting of one another's lifestyles and beliefs, as well as exploring shared values.
- The RE curriculum enables students to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination.
- We ensure we respond to bullying or harassment on the basis of faith and belief.
- We tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as antisemitism and Islamophobia.

Sexual orientation

What do we mean by sexual orientation equality?
The school uses the definition as outlined in legislation meaning a person's sexual orientation towards:

- Persons of the same sex
- Persons of the opposite sex, or
- Persons of either sex

How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families.
- We have carefully considered how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables LGBTQI+ students to understand and respect difference and diversity.
- We ensure that LGBTQI+ staff feel comfortable, and are supported to be open about their sexual orientation.

How we foster good relations and promote students' spiritual, moral, social and cultural development:

- CNS is proud to have a very strong planned SMSC as recognised by Ofsted.
- We support students to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum.
- All staff have received information and training in how to deal with homophobic language and how to work positively with different families.
- Posters and pictures around CNS are selected to reflect the full range of cultures that attend CNS.
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable.

Part 2: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We regularly review the progress we are making to meet our equality objectives.

Equality objectives:

- Closing the attainment gaps between "groups" of learners, with a particular focus on gender and students with additional learning needs.
- To eradicate homophobic or derogative language.
- Ensuring the CNS recruitment processes openly encourage a diverse range of applicants and that applications are considered individually and comprehensively in order to ensure equality of opportunity.
- Adopting proactive measures to further develop in all CNS employees and students across CNS a culture and ethos that embraces diversity and recognises the need for equality.
- Ensuring CNS governors and staff are appropriately trained in equality and diversity such that they are empowered to support and encourage the value of fairness and difference in CNS and community they serve.