

# Rockwood Academy

## Equality Objectives 2025-26



This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

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## 1) School Context – Pupil

This section provides information on the composition of the pupil population at the school with respect to the 'protected characteristics' outlined in the Equality Act. The 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 for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

### Gender (%)

Male: 48.37%

Female: 51.63%

Other/ Not Stated:

### Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 17.09%

### Ethnicity & Race

|                              | %      | Number |
|------------------------------|--------|--------|
| White                        | 1.27%  | 14     |
| Mixed / Dual Background      | 2.71%  | 30     |
| Asian or Asian British       | 77.31% | 855    |
| Black or Black British       | 10.76% | 119    |
| Information not yet obtained | 0.45%  | 5      |
| Any Other Ethnic Group       | 7.50%  | 83     |

### Religion & Belief

| Religion & Belief | %      | Number |
|-------------------|--------|--------|
| Christian         | 5.24%  | 58     |
| Muslim            | 88.25% | 976    |
| Jewish            | 0.09%  | 1      |
| Hindu             | 0      | 0      |
| Sikh              | 0      | 0      |
| Buddhist          | 0      | 0      |
| Other             | 0.27%  | 3      |
| No Religion       | 0.18%  | 2      |
| Not stated        | 5.97%  | 66     |

### Additional Groups

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| <b>Pupils with English as an Additional Language</b> |             |              |              |                               |
|--|-------------|--------------|--------------|-------------------------------|
|  | <b>Boys</b> | <b>Girls</b> | <b>Total</b> | <b>% of school population</b> |
| English as an additional language                    | 486         | 523          | 1009         | 91.23                         |
| <b>Pupils from low-income backgrounds</b>            |             |              |              |                               |
| Number of pupils eligible for Pupil Premium          | 270         | 268          | 538          | 48.64                         |
| <b>Number of Looked After Children: 0</b>            |             |              |              |                               |

### **Information about our Employees**

We are required to publish information about the diversity of our workforce if we have more than 150 employees. This information provides a profile of our workforce, as well as our employment practices and achievements.

CORE Education Trust is committed to eliminating discrimination and encouraging diversity amongst our employees. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.

The appointment and recruitment procedure must always be applied fairly and in accordance with employment law and the CORE Education Trust Equality & Diversity Policy

#### **Gender (%)**

Male: 37.66%

Female: 62.34%

Other/ Not Stated:

#### **Disability**

Number of staff identifying as disabled: 0

#### **Ethnicity and Race**

|                             | <b>Total</b> |
|-----------------------------|--------------|
| White British               | 21           |
| White Irish                 | 1            |
| Traveller of Irish Heritage | 0            |
| Any other White Background  | 3            |
| Gypsy / Roma                | 0            |
| White and Black Caribbean   | 0            |
| White and Black African     | 1            |
| White and Asian             | 1            |
| Any Other Mixed Background  | 2            |
| Indian                      | 7            |
| Pakistani                   | 18           |
| Bangladeshi                 | 1            |
| Any Other Asian Background  | 14           |
| Black Caribbean             | 3            |
| Black – African             | 4            |
| Chinese                     | 3            |
| Any Other Ethnic Group      | 4            |
| Refused                     | 9            |

## 2) Our Equality Objectives

**Equality Objective 1: To monitor and analyse student achievement by race, gender, age, SEND and act upon any trends or patterns in the data that requires additional support for students.**

This will be achieved by ensuring:

- Forensically monitor achievement data after every assessment point and produce a plan for any identified underachieving groups.
- Data to be analysed at SLT and Governors meetings.
- All students to access a broad and balanced curriculum including core subjects, art, performing arts, sports and enrichment through our extra-curricular activities.
- Additional welfare support is available for students by form tutors, year group co-ordinators, and The Head Of Year.
- High expectations for all students regardless of race, gender, age, SEND.

**Review date and comments (December 2025):**

**SEND data is reviewed in a number of formats including: Key Stage Exam Analysis, thrice-yearly SEND Remit Review; thrice yearly LGB meetings. Our new Inclusion BASE provision enables close monitoring of the impact of provision, including external support. In 2025 KS4 exams, the Attainment 8 score for SEND pupils increased from 26.8 in 2024 to 31.1 in 2025.**

**Equality Objective 2: To create an ethos where discrimination is always challenged by both teachers and students.**

This will be achieved by ensuring that:

- All staff to record incidences of discrimination using the online system - CPOMS.
- Monitor, analyse and action any incidences of the use of homophobic, sexist and racist language by all stakeholder in our school. Data to be shared at SLT meetings and presented to Governors on a regular basis.
- Through PSHE/RSE programmes, students to be taught about discrimination and how to challenge it.
- Celebration of different themes and national awareness days such as: LGBTQ+ week.
- A comprehensive and robust Relationships, Sex and Education programme.
- Involvement of external agencies where required.
- Train student and staff mediators for conflict resolution.
- Anti-bullying policy produced aligned with nationally recognised Bullying Intervention Group.
- Student ambassadors act as anti-bullying role models and work on aspects such as anti-racism.
- Student leadership group to tackle aspects such as cyber bullying.
- Anti racism ambassadors and peer mentors.
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- Regular student surveys to obtain views of all students. Student survey results to be analysed and 'you said....we did' documents produced for staff and students.
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**Review date and comments (January 2025):**

**CPOMs is embedded in the school monitoring culture with a regular cycle of evaluation of incidents of discrimination. Reports are presented to the SLT and the LGB at least 3 times**

**per year. An extensive PSHE/RSE programme is a strength that covers discrimination in all its forms. We have introduced an assessment system into the Personal Development curriculum with all groups of pupils now being at least “secure” in their understanding of curriculum topics in this area. Student Leaders address bullying and discrimination with staff and publically share information with other pupils. There is a clear Anti-Bullying policy that is adhered to in evidence. Student surveys highlight the school deals with discrimination well. Parent Surveys in 2024-25 showed that 93% believe their child is safe at school (National average is 90%).**