



Rockwood Academy

Equality Objectives 2021-22

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.

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: 49%

Female: 51%

Other/ Not Stated: 0%

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 0.5

Ethnicity & Race

	%	Number
White	TBC	TBC
Mixed / Dual Background	TBC	TBC
Asian or Asian British	TBC	TBC

Black or Black British	TBC	TBC
Information not yet obtained	TBC	TBC
Any Other Ethnic Group	TBC	TBC

Religion & Belief

Religion & Belief	%	Number
Christian	TBC	TBC
Muslim	TBC	TBC
Jewish	TBC	TBC
Hindu	TBC	TBC
Sikh	TBC	TBC
Buddhist	TBC	TBC
Other	TBC	TBC
No Religion	TBC	TBC
Not stated	TBC	TBC

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:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	TBC	TBC	216	22
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	TBC	TBC	566	58%
Number of Looked After Children: 0				

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: **TBC**

Female: **TBC**

Other/ Not Stated: **TBC**

Disability

Number of staff identifying as disabled:

Religion & Belief

Religion & Belief	%	Religion & Belief	Number
Christian	TBC	Other	TBC
Islam	TBC	No Religion	TBC
Jewish	TBC	Not stated	TBC
Hindu	TBC		
Sikh	TBC		

Ethnicity and Race

	Total
White British	TBC
White Irish	TBC
Traveller of Irish Heritage	TBC
Any other White Background	TBC
Gypsy / Roma	TBC
White and Black Caribbean	TBC
White and Black African	TBC
White and Asian	TBC
Any Other Mixed Background	TBC
Indian	TBC
Pakistani	TBC
Bangladeshi	TBC
Any Other Asian Background	TBC
Black Caribbean	TBC
Black – African	TBC
Chinese	TBC
Any Other Ethnic Group	TBC
Refused	TBC

2) Our Equality Objectives

Equality Objective 1: To promote diversity, equality and inclusion amongst our staff body

This will be achieved by ensuring:

- All staff are aware of responsibilities around derogatory and discriminatory language and actions, in line with latest KCSIE guidance (September 2021) to ensure a culture of safeguarding and respect for all
- Staff members work together as curriculum teams to 'decolonise' and diversify the curriculum and ensure positive inclusion and representation of people from BAME backgrounds as well as a wider range of perspectives of gender, race and other 'protected characteristics'.
- Applications for positions of employment at the Academy are 'blind' from November 2021
- Continue to ensure the staff body represents teachers and leaders from BAME backgrounds, to reflect our community

Review date and comments (July 2022):

Equality Objective 2: To challenge stereotypes that can deny opportunities and enable equitability of offer, regardless of background

This will be achieved by ensuring that:

- The SEND register is accurate and is accessed and actioned by all staff so all students can learn and achieve
- Careers education, information, advice and guidance provides a broad range of opportunities for students to access career paths open to them (for example, females in STEM subjects)
- The CCF and partnership work with West Midlands Police seeks to promote careers opportunities for students from BAME backgrounds in the armed forces and police
- There are a range of opportunities open for all students, including opportunities for female students in sport and equity of resources for all, irrespective of characteristic
- GCSE options give a broad range of choices for all students and positive promotion and action is utilised to ensure equity (for example, boys doing jewellery design and food technology)

Review date and comments (July 2022):

Equality Objective 3: To promote tolerance and understanding as well as foster strong relationships so students can respect all that inhabit a multi-cultural area (B8) and the wider City

This will be achieved by ensuring that:

- Personal development sessions focus on positive and healthy relationships, covering aspects consent, bullying and abuse
- There are calendared celebration events and significant opportunities to explore and empathise for all students, such as Eid, Diwali, Christmas, Refugee Week, Holocaust Memorial Day, the recognition day to mark the 1994 genocide in Rwanda, Remembering Srebrenica, Refugee Week and LGBTQ+ events

- Admissions arrangements for newly arrived students mean that they sustain their place and thrive

Review date and comments (July 2022):

Equality Objective 4: Respond to variations in data to enable all students to achieve and succeed

This will be achieved by ensuring that:

- The gender gap in achievement is narrowed so boys achieve as well as girls
- Continue to ensure that students with SEND make positive progress in line with national averages for all students
- Actions are taken to address disproportionate fixed term exclusions for boys

Review date and comments (July 2022):