



## **Crawshaw Academy Annual Equalities Statement May 2022**

### **A statement of intent and direction**

Crawshaw Academy strives for success through our core values of excellence, purpose and ambition. We know we cannot achieve these goals unless every student and member of staff feel valued and respected. We aim to create an environment that values diversity and allows all to achieve their full potential and to derive maximum benefit from attendance at our Academy.

We take seriously our responsibilities under the Public Sector Equality Duty, complying with its requirements to :

**(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;**

**(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**

**(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

This report outlines some of the steps we are taking in support of these duties. To gain a fuller understanding of the Academy's approach and procedure with regards to equalities, this report should be read in conjunction with the Accessibility plan, Admissions policy, Anti-bullying policy, Provider access policy, Relationships and behaviour policy and SEND policy. All of these can be located on the Policies page of the school website.

As a reminder, to ensure transparency, and to assist in the performance of this duty, the Equality Act 2010 (Specific Duties) Regulations 2011 require public authorities, named on , to publish:

- equality objectives, at least every four years (from 6th April 2012)
- information to demonstrate their compliance with the public sector equality duty (from 31st January 2012)

### **Equality objectives**

These objectives were agreed upon in April 2022.

1. To ensure that all our students have equal access to an appropriately challenging curriculum, which will lead to social mobility and employability.
2. To further develop our school community's knowledge of all protected characteristics through engaging and relevant training and resources.
3. To work with students to overcome barriers to learning from socio-economic deprivation and mental health issues, allowing all students to thrive within a culture of success.
4. To have clear processes for reporting, recording and analysing participation, sanctions and rewards. This will support in the identification of issues surrounding equality and diversity, allowing for early intervention.

## Diversity of cohort as it currently stands

<b>Ethnicity</b>	<b>2020-2021</b>	<b>May-22</b>
White - British	879	899
White Eastern European	16	22
Information Not Yet Obtained	33	20
White and Black Caribbean	15	14
Indian	9	10
Other Asian	9	10
White and Asian	5	8
Any Other Mixed Background	5	6
White Other	6	6
Any Other Black Background	5	5
Chinese	3	5
Other White British	3	5
White and Black African	7	5
Other Pakistani	9	4
Other Mixed Background	5	3
White and Any Other Asian Background	2	3
White European	2	3
Asian and Any Other Ethnic Group	3	2
Kurdish	2	2
Mirpuri Pakistani	0	2
Portuguese	2	2
Asian and Chinese	0	1
Black - African	1	1
Black - Nigerian	2	1
Gypsy / Roma	1	1
Iranian	1	1
Other Ethnic Group	1	1
Pakistani	2	1
Refused	0	1
Roma	1	1
White and Any Other Ethnic Group	3	1
White and Pakistani	0	1
White Western European	2	1
(blank)	1	1

<b>Religion</b>	<b>2020-2021</b>	<b>May-22</b>
No Religion	434	448
Christian	313	270
Not Recorded	192	204
Anglican/Church Of England	21	33
Muslim	24	19
Roman Catholic	10	19
Sikh	14	13
Other Religion/Faith	16	11
Latter-Day Saints	3	6
Christian (Ecumenical)	1	5
Refused Information	6	5
Hindu	1	3
Jehovah's Witness	2	3
Protestant	2	3
Buddhist	0	2
Baptist	0	1
Orthodox Catholic/Eastern Orthodox	0	1
Romanian Orthodox	0	1
Seventh Day Adventist	1	1
United Reform Church	1	1

<b>Factor</b>	<b>2020-2021</b>	<b>May-22</b>
FSM	202	187
EAL	51	54
Disadvantaged (PP Recipient)	311	251
Medical Condition	306	312
Service Children	1	2
In Care	13	15
Young Carer	0	1
SEN Needs	177	189
SEN Status	170	167

## **RED Award**

From Spring 2022, Crawshaw Academy has pledged its commitment to securing the RED award for Respect, Equality and Diversity. This is an award designed by the RCLA schools and is extremely comprehensive in its scope. We see this a challenging framework which will ensure we are not just complying with our public sector equality duty, but are taking all steps to promote a fully inclusive school where all feel part of our community.

### **Progress towards the objectives – to be updated over the year.**

#### **Objective 1:**

To ensure that all our students have equal access to an appropriately challenging curriculum, which will lead to social mobility and employability.

**Actions:** A wider suite of qualifications is being offered, with more consideration to ASDAN and other alternative qualifications. Catch up funding and tutoring programmes have been used to target groups who need support to access the curriculum. The introduction of online teaching and learning resources and teams has improved access to high quality homework, as has the distribution of laptops to those needing them.

#### **Objective 2:**

To further develop our school community's knowledge of all protected characteristics through engaging and relevant training and resources.

**Actions:** A sexual harassment report was published in Spring 2022, and a training need was identified. This training has been sourced and will be rolled out over the next year. Equalities training is a priority and will be accessed in the next academic year. As part of the CFL curriculum review, further lessons on protected characteristics have been added for 2022-2023.

#### **Objective 3:**

To work with students to overcome barriers to learning from socio-economic deprivation and mental health issues, allowing all students to thrive within a culture of success.

#### **Actions:**

A comprehensive programme of SEMH support and intervention is in place across the academy, using internal and external models and partnerships, such as Thrive and attachment theory to inform best practice. A full break down of these can be seen in the Mental Health Provision document.

#### **Objective 4:**

To have clear processes for reporting, recording and analysing participation, sanctions and rewards. This will support in the identification of issues surrounding equality and diversity, allowing for early intervention.

#### **Actions:**

A review of reporting measures around protected characteristics was undertaken in May 2022 and improved reporting measures have been introduced to make it easier for staff to identify issues as they arise.

