



Crawshaw Academy Annual Equalities Statement

December 2024

A Statement of Intent and Direction

Crawshaw Academy remains steadfast in its commitment to success through our core values of **respect, integrity, and determination**. We firmly believe that these goals can only be achieved if every student and member of staff feels valued, respected, and supported in their unique contributions to our community. Our aim is to foster an inclusive environment that celebrates diversity, encourages equity, and empowers everyone to reach their full potential.

Our Legal and Ethical Responsibilities

We recognize and actively uphold our responsibilities under the Public Sector Equality Duty, as outlined in the Equality Act 2010. Specifically, we are committed to:

1. **Eliminating discrimination**, harassment, victimisation, and any other conduct prohibited under the Equality Act 2010.
2. **Advancing equality of opportunity** between individuals who share a relevant protected characteristic and those who do not.
3. **Fostering good relations** between individuals with differing protected characteristics.

This document outlines the measures we are undertaking to meet these duties. For a comprehensive understanding of our approach, this statement should be read in conjunction with the following policies: Accessibility Plan, Admissions Policy, Anti-Bullying Policy, Provider Access Policy, Relationships and Behaviour Policy, and SEND Policy. These can be accessed on the Policies page of our website.

Transparency and Accountability

The Equality Act 2010 (Specific Duties) Regulations 2011 requires public authorities to:

- Publish **equality objectives** at least every four years.
- Provide **evidence of compliance** with the Public Sector Equality Duty.

Equality Objectives

Our objectives, reviewed and updated in December 2024, are as follows:

1. **To ensure equitable access to a challenging curriculum, fostering pathways to social mobility and employability.**
2. **To deepen our school community's understanding of protected characteristics** through meaningful training and resources.
3. **To address barriers to learning arising from socio-economic deprivation and mental health challenges**, enabling all students to thrive within a supportive environment.
4. **To maintain robust systems for reporting and analysing participation, sanctions, and rewards**, enabling early intervention to promote equality and diversity.

Progress Towards the Objectives

Objective 1:

Equitable access to a challenging curriculum.

- **Actions:**
 - Expanded the range of qualifications offered, including vocational and alternative pathways such as ASDAN, to better suit diverse student needs.
 - Provided targeted academic support through tutoring programmes and catch-up funding to bridge learning gaps.
 - Increased access to technology, with the distribution of additional laptops and ongoing support for online resources, ensuring every student has the tools needed for success.

Objective 2:

Developing knowledge of protected characteristics.

- **Actions:**
 - Delivered updated equalities and anti-harassment training to all staff in the 2023–24 academic year.
 - Enhanced the CFL curriculum with new lessons on protected characteristics, informed by feedback and national priorities.
 - Promoted wider school participation in awareness campaigns, such as Pride Month and Black History Month, to celebrate diversity and inclusivity.

Objective 3:

Addressing socio-economic and mental health barriers.

- **Actions:**
 - Expanded the school's mental health provision with programmes like Thrive, attachment-based practices, and partnerships with local counselling services.
 - Introduced initiatives to support families facing economic hardship, including free school meals provision, uniform assistance, and extracurricular grants.
 - Published a Mental Health Provision Document to detail our strategies for SEMH support.

Objective 4:

Robust reporting and intervention systems.

- **Actions:**
 - Implemented a comprehensive review of behaviour and participation data, introducing new analytics tools to track trends by protected characteristic.
 - Improved ease of reporting for staff and students, facilitating quicker identification and resolution of potential issues.
 - Conducted regular staff training to ensure consistent use of reporting systems and promote early intervention strategies.

Respect, Equality, and Diversity (RED) Award

Since Spring 2022, Crawshaw Academy has pursued the RED (Respect, Equality, Diversity) Award, a rigorous framework designed by RCLA schools. This ongoing commitment ensures we go beyond compliance, embedding inclusivity and equality into every aspect of our school culture. Progress updates on the RED Award are published annually.

Conclusion

Crawshaw Academy takes pride in fostering an inclusive environment where all members of our community can excel and feel a sense of belonging. We will continue to monitor our progress towards these objectives and adjust our approach as needed to ensure that equality, respect, and diversity remain at the forefront of everything we do.

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