



CITY ACADEMY
BIRMINGHAM

Equality Objectives

Date policy reviewed	01 September 2018
Current version	1.1

Reviewed Annually

Protected Characteristics and Equality Objectives at City Academy Birmingham

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: 55.1%

Female: 44.9%

Other/ Not Stated:

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 4 Students or 0.8%

Looked After Children

There are currently 0 students in care.

Ethnicity and Race

Ethnicity	Number
Afghanistani	1
African Asian	1
African: Unspecified	7
Angolan	3
Any Other Asian Background	1
Any Other Black Background	4
Any Other Ethnic Group	2
Any Other Mixed Background	2
Arab Other	12
Asian and Black	5
Asian and Chinese	1
Bangladeshi	13
Black and any other background	6
Black Caribbean	109
Black European	5
Black Other	7
British White	7
Chinese	1
Chinese and any other background	3
Congolese	5
Egyptian	2
English	18
Ghanaian	2
Greek	1
Gypsy / Roma	1
Hong Kong Chinese	1
Indian	12
Iranian	3
Iraqi	2
Italian	3
Kurdish	4
Libyan	1
Mixed other Mixed	5
Nigerian	5
Not Obtained	36
Other Asian	1
Other Black African	23
Other Chinese	4
Other Ethnic Group	4
Other White	1
Pakistani: Kashmiri	4
Pakistani: Mirpuri	14
Pakistani: Other	25
Pakistani: Unspecified	2
Portuguese	4
Refused	18
Serbian / Yugoslavian	1

Sierra Leonean	1
Somali	20
Sudanese	3
Vietnamese	1
White and any other Asian Background	1
White and Black African	10
White and Black Caribbean	29
White and Chinese	1
White and Indian	3
White and Pakistani	4
White Eastern European	6
White European	2
White Western European	1
Yemini	7

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

EAL		
Yes	191	39.7%
No	290	60.3%

Pupils from low-income backgrounds

Pupil Premium		
Pupil Premium	288	59.88%
Non Pupil Premium	193	40.12%

Religion and Belief

Religion	Number who replied
Buddhist	2
Christian	130
Hindu	3
Muslim	102
No Religion	26
Other	11
Refused	25
Sikh	5

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Equality Objective One:

- (a) To eradicate achievement gaps between Disadvantaged students and their peers
- (b) To promote higher education and graduate professions for all students

Strategies:

- Strategic and appropriate use of Pupil Premium funding
- Provision of additional activities and resources for low-income students
- Academic Mentoring and targeted intervention
- Appraisal targets for teachers which focus on disadvantaged students
- Rigorous tracking of disadvantaged students by leaders at all levels

Equality Objective Two:

- (a) To eradicate homophobic language and behaviours
- (b) To educate students about diversity and equality legislation
- (c) To foster respect and celebrate difference

Strategies:

- School's core value of 'We believe in Respect'
- LGBT Focus week, with guest speakers, equality and celebration themes
- PSHE lessons
- Promoting LGBT role models within the school, locally and nationally
- Strong links with Stonewall
- Assemblies/competitions/displays

Equality Objective Three:

- (a) To challenge rigidly defined gender roles
- (b) To raise female participation and achievement in sport, science, technology, engineering and mathematics
- (c) To educate all students about sexual violence and sexual exploitation

Strategies:

- An culture of high aspirations and academic success for all students
- Positive action to promote historically male-dominated sports to female students
- PSHE lessons
- Positive action to promote STEM subjects and activities
- Information, advice and careers guidance which promotes female entrance to disproportionately male industries and occupations
- Assemblies/displays/female role models from a variety of professions