Jewellery Quarter Academy
Equality Objectives 2026-27

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: 286
Female: 230
Other/ Not Stated:0

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 17.38% SEN, 0.982% EHCP

Ethnicity & Race

	%	Number
White	1.55	8
Mixed / Dual Background	2.33	12
Asian or Asian British	1.94	10
Black or Black British	0.78	4
Information not yet obtained	1.74	9
Any Other Ethnic Group	91.86	473

Religion & Belief

Religion & Belief	%	Number
Christian	27.13	140
Muslim	45.93	237
Jewish	0	0
Hindu	1.94	10
Sikh	1.36	7
Buddhist	0.19	1
Catholic	3.10	16
Other	2.91	15
No Religion	6.40	33
Not stated	11.05	57

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	171	154	325	63.48
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	196	163	359	69.53
Number of Looked After Children:3				

Information about our Employees

We are required to publish information about the diversity of our workforce if we have more than 150 employees.

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: 40%
Female: 60%
Other/Not Stated: 0

Disability
Number of staff identifying as disabled: 4

Ethnicity and Race

	Total
White British	16
White Irish	
Traveller of Irish Heritage	
Any other White Background	6
Gypsy / Roma	
White and Black Caribbean	1
White and Black African	1
White and Asian	
Any Other Mixed Background	1
Indian	4
Pakistani	6
Bangladeshi	1
Any Other Asian Background	1
Black Caribbean	11
Black African	5
Chinese	
Any Other Ethnic Group	4
Refused	2
Asian or Asian British	
Black or Black British	
Any other Black background	
Not obtained	

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 to ensure a culture of safeguarding and respect
- Applications are 'blind' for positions at the Academy

Review date and comments (September 2027):

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 advice and guidance provides a broad range of opportunities for students to access career paths open to them (for example, women in STEM)
- 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 is a range of opportunities open for all students, including opportunities for female students in sport and equity of resources
- 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 (September 2027):

Equality Objective 3: To promote tolerance and understanding as well as foster strong relationships so students can respect all that inhabit a multi-cultural city This will be achieved by ensuring that:

- Personal development sessions focus on positive and healthy relationships, covering aspects consent, bullying and abuse
- Admissions for newly arrived students welcome students successfully so they sustain their place and thrive
- Academy uniform policy has all references to gender removed and we have adopted the Halo Code to end hair discrimination for students and staff

Review date and comments (September 2027):
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 • Actions are taken to address disproportionate fixed term exclusions for boys • Students from disadvantaged backgrounds Basics (9-5) rate increases from, with particular focus on Maths element.
Review date and comments (September 2027):