



Equality Objectives

(Non-Staff)

PURPOSE

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.

Date of last review:	April 2016	Author:	Head of People Operations
Date of next review:	September 2019	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Evelyn Grace Academy	Key Contact Name:	Governance Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input checked="" type="checkbox"/> Our People	ER and Wellbeing Model

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: 57%

Female: 43%

Other/ Not Stated: N/A

Special Educational or Medical Needs and Disability

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

All Students	SEN	EHCP	K (SEN Support)	Statement
667	73	12	60	1
%	10.9%	1.8%	9.0%	0.1%

Ethnicity & Race

Nov 2018-19	TOTAL	
No of Pupils	666	
Male	379	56.9%
Female	287	43.1%
EHC Plan	13	2.0%
SEN Support (K)	81	12.2%
EAL	365	54.8%
Pupil Premium	360	54.1%
High PA	125	18.8%
Mid PA	323	48.5%
Low PA	125	18.8%
No PA	93	24.5%
WBRI	64	9.6%
WIRI	1	0.2%
WOTH	69	10.4%
MWBC	33	5.0%
MWBA	17	2.6%
MWAS	1	0.2%
MOTH	50	7.5%
AIND	0	0.0%
AOTH	20	3.0%
BCRB	184	27.6%
BAFR	168	25.2%
BOTH	6	0.9%
CHNE	1	0.2%
OOTH	39	5.9%
UNCLA	13	2.0%

Religion & Belief [schools may add other religious groups as appropriate]

Religion & Belief	%	Religion & Belief	%
Christian	35.5%	Other	17%
Muslim	18.4%	No Religion	17%
Jewish	0.1%	Not stated	12.08%
Hindu	0.1%		
Sikh	0%		

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	6	1	7	1%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	202	158	360	57
Number of pupils receiving the 16-19 Bursary (Post-16)	0	2	2	6
Number of Looked After Children: 6				

2. Our Equality Objectives

- From your Academy Improvement Plan, identify at least X Equality Objectives for the coming four years. They should be tailored to your school priorities and values, and Ark's overall values, and should be SMART in nature. The targets, and means by which they will be achieved, should be provided along with the overall objectives
- The themes of Equality Objectives could include:
 - **Narrowing gaps** between particular groups e.g. Pupil Premium and non-Pupil Premium; SEND and non-SEND
 - **Accelerating progress** of particular groups e.g. EAL; SEND
 - **Improving integration** amongst particular groups e.g. ensuring strong integration of new joiners with EAL
 - **For schools with 150+ employees**, specific goals with regards to promoting equality amongst staff members
- Example Equality Objectives could include the following:

Equality Objective 1: We aim to narrow the gap between pupils who receive the pupil premium, and those who don't. **(Date Adopted: 1st October 2018 and to be achieved by July 2019)**

This will be achieved by:

- Teaching & Learning strategy in AIP
- Culture strategy in AIP
- Mastery curriculums in Key Stage 3
- Brilliant Club
- Beyond the classroom

Review date and comments:

Equality Objective 2: We aim to improve the progress made by pupils with SEND. **(Date Adopted: 1st October 2018 and to be achieved by July 2019)**

This will be achieved by:

- Dedicated provision for pupils with Special Educational Needs and Disabilities
- Small group teaching in target areas
- Close monitoring of progress and attainment

Review date and comments:

Equality Objective 3: We aim to improve pupils' social, moral, cultural and spiritual development in their first three years at the school. **(Date Adopted: 1st October 2018 and to be achieved by July 2019)**

This will be achieved by:

- Themed assemblies on current affairs to enhance pupils' understanding of the wider world
- Working with expert partners from the third sector to deliver workshops on areas such as self-confidence, resilience and mindfulness
- Ensuring tutors are well-trained to support pupils in this area

Review date and comments:

Equality Objective 4: To ensure pupils' religions are respected through food provision at the academy. **(Date Adopted: 1st October 2018 and to be achieved by July 2019)**

This will be achieved by:

- Ensuring that this is prioritised within the catering tendering process
- Undertaking surveys with pupils on this area of school life
- Ensuring a range of options are available on school menus

Review date and comments:

Equality Objective 5: Enhance process by which mid-year joiners with EAL are welcomed to, and integrated within, the academy. **(Date Adopted: 1st October 2018 and to be achieved by July 2019)**

This will be achieved by:

- Full review of the process for mid-year joiners including literacy and numeracy tests
- Implementation of 'buddy system' to link new pupils to existing pupils for support
- Withdrawal lessons for beginner lessons

Review date and comments: