



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:	September 2019	Author:	Head of People Operations
Date of next review:	September 2020	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:		Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 633

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: 53%

Female: 47%

Other/ Not Stated: 0%

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 3.5%

Ethnicity & Race

	Total
White British	46 (22.8%)
White Irish	
Traveller of Irish Heritage	
Any other White Background	15 (7.4%)
Gypsy / Roma	
White and Black Caribbean	5 (2.5%)
White and Black African	4 (2%)
White and Asian	9 (4.5%)
Any Other Mixed Background	11 (5.5%)
Indian	5 (2.5%)
Pakistani	10 (5%)
Bangladeshi	1 (0.5%)
Any Other Asian Background	2 (1%)
Black Caribbean	8 (4%)
Black – African	28 (13.9%)
Chinese	7 (3.5%)
Any Other Ethnic Group	43 (21.3%)
Refused/Not Obtained	8 (4%)

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

Religion & Belief	%	Religion & Belief	Number
Christian	10.4%	Other	
Muslim	16.8%	No Religion	5.4%
Jewish		Not stated	66.3%
Hindu	0.5%		
Sikh	0.5%		

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	22	20	42	20.8%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	30	22	52	25.7%
Number of pupils receiving the 16-19 Bursary (Post-16)				
Number of Looked After Children: 0				

2. Our Equality Objectives

Equality Objective 1: We aim to narrow the gap between pupils who receive the pupil premium, and those who don't. **(Adopted September 2019, Review September 2020)**

This will be achieved by:

- Clear identification of those children who qualify for the Pupil Premium Grant
- Engaging curriculum opportunities that enable PPG children to access the full curriculum offer
- Provision of additional activities and learning support for pupils from low-income backgrounds
- Close monitoring of progress in English and Maths particularly
- Working with identified families to provide early help with the use of other services as required, e.g. attendance

Review date and comments:

Equality Objective 2: We aim to improve the progress made by pupils with SEND. **(Adopted September 2019, Review September 2020)**

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
- Working with identified families to provide early help with the use of other services as required, e.g. attendance
- Effective screening and identification of underlying SEND issues
- Ensuring that curriculum provision is effectively differentiated in order to enable children with SEND to achieve the same objectives as non- SEND children (where appropriate).

Review date and comments:

Equality Objective 3: We aim to improve the progress of those previously deemed high attaining by the end of KS2. **(Adopted September 2019, Review September 2020)**

This will be achieved by:

- Accurate identification of prior high attaining children, especially casual admissions
- Rigorous focus, discussion and planning for PHA children in pupil progress reviews
- Ensuring teachers are well-trained to support pupils in this area

Review date and comments:

Equality Objective 4: To ensure emerging gaps in the EYFS are reduced by the end of the foundation stage **(Adopted September 2019, Review September 2020)**

This will be achieved by:

- Effective baseline and moderation
- Analysis of emerging gaps
- Effective provision planned as part of regular pupil reviews
- Referral for SEND intervention as necessary
- Home/school links and partnership working

Review date and comments: