



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 2021 | Owner: | Head of People |
| Type of policy: | <input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school | Approval: | Board |
| School: | Ark Charter Academy | 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: 52%

Female: 48%

Other/ Not Stated: 0%

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 3%

Ethnicity & Race

| | Total |
|--------------------------------------|--------------|
| White British | 396 |
| White English | 10 |
| White Irish | 0 |
| White Welsh | 1 |
| Traveller of Irish Heritage | |
| Any other White Background | 44 |
| Gypsy / Roma | |
| White and Black Caribbean | 4 |
| White and Black African | 9 |
| White and Asian | 7 |
| White and Any Other Asian Background | 2 |
| White and Any Other Ethnic Group | 4 |
| White European | 9 |
| White Eastern European | 18 |
| White Western European | 1 |
| White Other | 4 |
| Any Other Mixed Background | 7 |
| Afghan | 8 |
| Arab Other | 6 |
| Indian | 7 |
| Iranian | 2 |
| Iraqi | 4 |
| Italian | 3 |
| Kosovan | 2 |
| Kurdish | 12 |

| | |
|----------------------------------|----|
| Latin/South/Central America | 1 |
| Pakistani | 6 |
| Portuguese | 1 |
| Sri Lankan Tamil | 3 |
| Turkish | 8 |
| Vietnamese | 1 |
| Bangladeshi | 83 |
| Any Other Asian Background | 21 |
| Black Caribbean | 2 |
| Black – African | 22 |
| Black-European | 7 |
| Black-Nigerian | 1 |
| Black and Any Other Ethnic Group | 1 |
| Any Other Black Background | 1 |
| Chinese | 7 |
| Filipino | 1 |
| Hong Kong Chinese | 1 |
| Any Other Ethnic Group | 18 |
| Not Yet Obtained | 16 |
| Refused | 12 |

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

| Religion & Belief | Total | Religion & Belief | Total |
|------------------------------|--------------|------------------------------|--------------|
| Buddhist | 2 | Roman Catholic | 21 |
| Christian | 113 | Sikh | 0 |
| Muslim | 151 | Other | 9 |
| Jewish | 0 | No Religion | 125 |
| Hindu | 8 | Not stated | 346 |

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 | 139 | 140 | 279 | 36% |
| Pupils from low-income backgrounds | | | | |
| Number of pupils eligible for Pupil Premium | 238 | 223 | 461 | 59% |
| Number of Looked After Children: 9 | | | | |

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 Sept 2019 to be achieved Sept 2023)**

This will be achieved by:

- Provision of additional activities and learning support for pupils from low-income backgrounds
- Close monitoring of progress in English and Maths particularly
- Providing an in-school revision programme during school holidays

Review date and comments:

Half termly review through AIP process

Due to the school closures in March 2020, it was not possible to measure progress against these objectives for the academic year 2019-20.

Equality Objective 2: We aim to improve the progress made by pupils with SEND. **(Adopted Sept 2019 to be achieved Sept 2023)**

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:

Half termly review through AIP process

Due to the school closures in March 2020, it was not possible to measure progress against these objectives for the academic year 2019-20.

Equality Objective 3: We aim to improve pupils' social, moral, cultural and spiritual development in their first three years at the school. **(Adopted Sept 2019 to be achieved Sept 2023)**

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:

Half termly review through AIP process

Due to the school closures in March 2020, it was not possible to measure progress against these objectives for the academic year 2019-20.

