



EQUALITY POLICY & OBJECTIVES

June 2016

1. EQUALITY STATEMENT

- 1.1. At Ark Academy we pride ourselves on the diversity of people who make up our Academy community; and we value the varied contribution that everyone can make to our learning.**
- 1.2. We believe that all children, regardless of race, sex, class, gender, religion, sexual orientation or disability should have high aims and that the Academy's task is to help them all achieve their potential. In order to achieve this, we shall ensure that all areas of the curriculum are suitably resourced in ways that reflect the range of cultures and that encourage children to respect each others' languages and background.**
- 1.3. We shall similarly encourage parents to share their children's experiences and to offer their own as an aid and encouragement to learning. We will confront and discuss racist and sexist language or conduct; and through the positive enforcement of our behaviour policy we will do our best to ensure that all individuals in the Academy, including visitors, feel safe and are treated with consideration when they are amongst us.**
- 1.4. *Tim Dainty, Associate Principal and Ian Doswell, Primary Head Teacher are the Key contacts responsible for Equality and Inclusion***

2. ARK ACADEMY MISSION STATEMENT

Ark Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas – Citizenship – is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and to helping them play their full part in society.

In light of this we aim to:

- *Provide every student with the knowledge, skills, self belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Provide opportunities for all to experience CIVITAS whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths*
- *Promote dialogue and co-operation with the wider community*

Our Driving Principles are:

- ***Excellence***
- ***Citizenship***
- ***Participation***
- ***Persistence***

Our goal

Our goal is that all students should be able to access higher education and participate fully in our democratic society.

3. Our school and equality Act 2010

3.1 The Equality Act outlines three aims of the general duty to have due regard for equality, across all organisations:

- a. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- b. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- c. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

3.2 Specifically, due regard is to be given within organisational life in order to:

- a. Remove or minimise disadvantages
- b. Take steps to meet different needs
- c. Encourage participation when it is proportionately low.

3.3. We have a strong commitment to fairness and equality in everything we do.

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the academy is a safe and secure environment for everyone
- We recognise that people have different needs and we understand that treating people equally does not always involve treating people exactly the same
- We recognise that for some pupils extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and carers.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity; , colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

3.4 We welcome our general duty under the equality act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

3.5 We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

3.6 Meeting our duties to promote community cohesion, and the spiritual, moral, social, and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

3.7 We welcome the emphasis in the OFSTED inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain ethnic and cultural backgrounds
- Pupils who are supported by the pupil premium
- Pupils who are disabled

- Pupils who have special educational needs

4. The Public Sector Equality Duty

4.2 The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

4.3 The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation. Please contact us if you would like to see copies of any of our school policies or refer to the policies section of our school website.

- We are aware of the requirements of the equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our school governors and ARK trustees, have been briefed on their legal responsibilities under the equality Act 2010 and have also been involved in supporting the school to meet its public sector equality duty.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have an academy Behaviour policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying, prejudice and discrimination.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and incidents of harassment.
- We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs.
- Our complaints policy sets out the procedures through which we deal with any complaints
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances.

5. Consultation and Engagement

5.1 We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Record of consultation and engagement

Date	Who we consulted	How we consulted	Action taken
September 2015	Pupils: New year 7 cohort	Pupils were asked for their views on the induction week through an online survey	This was summarised and presented to the next set of Year 7 parents and used to improve induction week for the following year so that all groups of pupils had a smooth transition into life at Ark Academy.
September 2015	Pupils: Year 10	Pupils were asked for their views on the induction week through an online survey	The results were analysed by SLT and will result in a review of the process in September 2016.
September 2015	Pupils: Year 12	Pupils were asked for their views on the induction week through an online survey	The results were shared with SLT and sixth form. This has led to a review of induction for September 2016.
April 2016	Pupils: Year 12	Year 12 s were asked for their views on the quality of education received in the sixth form as well as their feelings of safety and the levels of support they feel they have been provided with.	The results were analysed by SLT and policies and procedures have been reviewed and changed by the sixth form team.
October 2015	Parents	Parents were asked for their views on the academy though an online	Comments and responses were summarised and shared with parents in

		survey	a letter from the Principal. They were also shared with SLT and governors and informed future SLT agendas.
June 2016	Staff	Survey sent to Teachers and learning support assistants asking questions on key areas of the academy: Mission and Values; Teaching, learning and assessment; Behaviour and ethos and safeguarding. Staff were also asked for comments on their feelings about their work and how the academy might be improved.	These results will be analysed by SLT and inform action planning around policies and procedures for the forthcoming year. Results will also be shared with Staff and governors.

5.2 Relevant Policies

Student Policies	HR Policies
<ul style="list-style-type: none"> • SRE policy • Safeguarding • SEND • Teaching and Learning • Offsite activities and Trips • Complaints Policy • Behaviour policy • Accessibility policy • Attendance and punctuality policy • Anti-bullying policy • EAL policy • Evaluating and developing teaching and learning • Literacy Policy • Numeracy policy 	<ul style="list-style-type: none"> • Equal opportunities and Diversity • Allegation against a member of staff • Recruitment and selection • Managing personal relationships at work • Capability • Grievance procedures • Protection for harassment at work • Staff discipline • Performance management • Whistle blowing policy

6.The Academy Context: Pupils

6.1 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.

6.2 Number of pupils on roll at the school: **1460**

6.3 Information on pupils by protected characteristics

6.4 The Equality 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.

6.5 **Disability:** The Equality Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

6.6 Gender

	Pupils	Percentage
Female	734	50.3%
Male	726	49.7%
Total	1460	100%

6.7 SEN

	Pupils	Percentage
No SEN	1354	90%
SEN	106	11%
Total	1460	100%

6.8 Pupils with SEN

	Pupils	No SEN	SEN @ SS	SEN @ S or EHCP	No SEN (%)	SEN: SS (%)	SEN: S or EHCP (%)
Total	1460	1300	76	30	89%	5.2%	5.8%

6.9 Ethnicity

	Pupils	Percentage	Subgroup description
BAFR	255	17.5%	Black - African
BCRB	199	13.6%	Black Caribbean
AIND	162	11.2%	Indian
WOTH	130	8.9%	Any Other White Background
AOTH	122	8.4%	Any Other Asian Background
NOBT	114	7.8%	Information Not Yet Obtained
OOH	104	7.1%	Any Other Ethnic Group
APKN	95	6.5%	Pakistani
WBRI	67	4.5%	White - British
MOTH	66	4.4%	Any Other Mixed Background
BOTH	49	3.3%	Any Other Black Background
MWBC	28	1.8%	White and Black Caribbean
MWBA	25	1.6%	White and Black African
MWAS	21	1.3%	White and Asian
ABAN	16	1.1%	Bangladeshi
REFU	2	0.1%	Refused
WIRI	2	0.1%	White Irish
CHNE	2	0.1%	Chinese
WROM	1	0.1%	Gypsy / Roma
Total	1460	100%	

6.10 Religion

Religion & Belief	No.	%
Muslim	502	34.40%
Christian	469	32.12%
Not stated	174	11.90%
Hindu	151	10.30%
No Religion	81	5.50%
Roman Catholic	28	1.90%
Other Religion	15	1.00%
Buddhist	9	0.60%
Jehovah Witness	2	0.10%
Rastafarian	2	0.10%
Pentecostal	2	0.10%
Sikh	1	0.06%
Total	1460	100.00%

6.11 Information on other groups of pupils

6.12 OFSTED inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

6.13 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
Pupils with English as an additional language	285 (39.2%)	331 (45%)	616	42%
Pupils from Low-income backgrounds				
Number of pupils eligible for Pupil Premium	305 (42%)	300 (41%)	605	41%
Number of pupils receiving the 16-19 Bursary (Post 16)	15 (37%)	20 (38%)	35	37% of Sixth Form Population
Number of Looked After Children: 19				

7. Information about our employees

7.1 We are required to publish information about the diversity of our workforce if we have more than 150 employees. This information provides a profile of our workforce, as well as our employment practices and achievements.

7.2 If we have more than 150 employees we are required to publish information about them.

7.3 **Confidentiality:** Guarantees of confidentiality are given to all staff who provide monitoring information or who take part in staff surveys. Names and data are anonymised.

7.4 Our staff are employed in the following main groups:

- Teaching staff
- Administrative and other related posts
- Support staff
- Grounds, kitchen and cleaning staff

7.5 Age Groups

Row Labels	Count of Employees	%
Under 25	25	11
25-29	67	30
30-34	39	18
35-39	27	12
40-44	23	10
45-49	11	5
50-54	15	7
55-59	8	4
60 and over	6	3
Grand Total	221	100

7.6 Disability

Row labels	No of employees	%
YES	0	0
NO	221	100
Grand Total	221	100

7.7 Gender

Row Labels	Count of Employees	%
F	155	70
M	66	30
Grand Total	221	100

7.8 Ethnicity and race

Row Labels	Count of Employees	%
Any Other Asian Background	22	10
Any Other Black Background	16	7
Any other mixed ethnic background	7	3
Any Other White Background	23	10.5
Black African	13	6
Black African and white	1	0.5
Black Caribbean	22	10.5
Black Caribbean and white	3	1
Indian	4	2
Information Not Yet Obtained	7	3
White British	91	41
White Irish	12	5.5
Grand Total	221	100

7.9 Religion and belief

	Count of Employees	%
Judaism	1	0.4
Christian	16	7.0
Hinduism	4	1.7
Islam	1	0.3
Not religious	13	4.0
Unknown	79	38.5
Not obtained	106	48.0
Grand Total	220	100

8. Our equality objectives

8.1 The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

8.2 We will regularly review the progress we are making to meet our equality objectives.

8.3 Equality objective 1: Ensure that high quality teaching secures good achievement for all and that we thereby narrow gaps between pupils who receive pupil premium funding and those who don't

8.4 This will be achieved by:

- Termly analysis of results by PP and Non PP and action planning (ETAL)
- Moving forward sheets written by teachers to identify actions for low achievers, especially those who are PP
- Recording of PP and achievement data on seating plans
- PP funding used to pay for co-planning meetings to raise the quality of planning and increase consistency
- Assertive mentoring programme for Year 11 underachievers
- Targeted enrichment
- Saturday and Holiday revision sessions
- Free cereal and water before exams
- Deployment of co-teachers
- Mentoring, psychotherapy and family group therapy

Review date: September 2016

Comments and analysis on the progress made with this objective:

8.5 Equality objective 2: Ensure that pupils with a low reading age (below 9.5) catch up with their peers so they are able to access a secondary curriculum and thereby make good progress in English

8.6 This will be achieved by:

- **Reading age tests for new Year 7 pupils in induction week**
- **Lexia programme rolled out for all new Year 7 pupils through enrichment**
- **Lexia programme continued for all pupils in other year groups whose reading age fall below 9.5**
- **Analysis of reading data and English results**

Review date: December 2016

Comments and analysis on the progress made with this objective:

8.7 Equality objective 2: Ensure that pupils are proud of the diversity of the academy and that pupils' self-esteem is raised

8.8 This will be achieved by:

- **Leading assemblies and tutor activities around pride which celebrate our diversity**
- **International day celebrations**
- **Celebrate diversity through the curriculum**
- **International language day celebrations**
- **Double the current offer of one to one psychotherapy and continue with the mentoring programme for vulnerable pupils**
- **Teaching and learning planning day in July 2016**

Review date: December 2016

Comments and analysis on the progress made with this objective: