



EQUALITY POLICY & OBJECTIVES

November 2020

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. Delia Smith, Principal and Peter Watkins, 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:

- 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.

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

Secondary

Date	Who we consulted	How we consulted	Action taken
March 2020 – July 2020	Pupils and parents in every tutor group <ul style="list-style-type: none"> - Vulnerable students - SEND - Students not engaging with online work 	Tutors has a list of students to contact with a phone call every week. The most vulnerable were contacted by SLT/HOY. Pupi Support has a list of students to contact regularly	A vulnerable register of 70 students identified with follow up actions. The number reduced to 59 by the end of lockdown.
June 2020	Students returning to school in Year 10 and 12	Feedback on how managed remote learning during lockdown	Key students who had struggled in lockdown/experienced bereavements has 1:1 meetings with SLT/DSL
July 2020	Parents at parent/tutor day either in person or remotely	All parents were asked for feedback of how coped in lockdown	All tutors sent feedback where there were concerns to safeguarding team
March 2020 – July 2020	All students in Year 12 and 13	Students completed a well-being survey weekly	Concerns were followed by post 16 pastoral team
September 2020	Students Year 12	Students were asked for their views on induction week	Results shared with sixth form team. Very positive feedback due to changes made to programme
September 2020	Staff	Staff survey on induction	
October 2020	Staff and review of autumn 2 calendar	End of Autumn 1 questionnaire on how teaching and daily life was under new COVID protocols	Feedback led to a reset strategy for the start of Autumn 2

Primary

Date	Who we consulted	How we consulted	Action taken
March 2020 – July 2020	Pupils and parents in every year group	Class teachers and SLT had a list of students to contact with a phone call every week.	A vulnerable register identified with follow up actions
July 2020	All parents to inform them of key information about the return to school .	Via email and updates to the website	
September 2020	All parents and families of children returning to school.	Via email, website and video call	Families identified to speak to for further support or reassurance
January 2020 – March 2020	All parents in order to establish the Relationship and Sex Education Curriculum	Via in-person information meeting, individual consultations, email and updated website, consultation forms available at school office	Established final decisions on SRE curriculum which have been published on the website.
September 2020	Staff	Staff survey on induction and how they felt the school was keeping them safe	Respond to specific issues with staff
September 2020	Pupil conferencing	A sample of pupils taken from each class to ask about well-being and their understanding of the new procedures	Extend mental health provision
October 2020	Year 6 parents to see who would like their child to take part in a residential visit	Emails linked to an online survey	Decision taken not to run a residential trip this year
September – December 2020	Regular newsletters from Headteacher to share updates and maintain frequent communication	Emailed newsletters	Maintain as a form of communication

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: **1625**
- 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	827	50.89%
Male	798	49.11%
Total	1625	100.00%

6.7 SEN

	Pupils	Percentage
No SEN	1503	92.49%
SEN	122	7.51%
Total	1625	100.00%

6.8 Pupils with SEN

	Pupils	No SEN	SEN @ SS	SEN @ S or EHCP	No SEN (%)	SEN: SS (%)	SEN: S or EHCP (%)
Total	1625	211	99	23	63.36%	29.73%	6.91%

6.9 Ethnicity

Ethnicity - Description	Pupils	%
	4	0.2%
Afghan	23	1.4%
Albanian	3	0.2%
Any Other Asian Background	142	8.7%
Any Other Black Background	5	0.3%
Any Other Ethnic Group	39	2.4%
Any Other Mixed Background	14	0.9%
Any Other White Background	40	2.5%
Arab Other	16	1.0%
Asian and Any Other Ethnic Group	3	0.2%
Bangladeshi	17	1.0%
Black - African	254	15.6%
Black - Ghanaian	5	0.3%
Black - Nigerian	5	0.3%
Black - Somali	42	2.6%
Black and Any Other Ethnic Group	24	1.5%
Black Caribbean	102	6.3%
Chinese	4	0.2%
Filipino	1	0.1%
Gypsy/Roma	1	0.1%
Indian	190	11.7%
Iranian	3	0.2%
Iraqi	4	0.2%
Italian	3	0.2%
Kurdish	2	0.1%
Latin/South/Central American	2	0.1%
Moroccan	5	0.3%
Nepali	2	0.1%
Not Yet Obtained	118	7.3%
Other Asian	10	0.6%
Other Black	1	0.1%
Other Black African	4	0.2%
Other Ethnic Group	77	4.7%
Other Mixed Background	32	2.0%
Other Pakistani	1	0.1%
Pakistani	125	7.7%
Portuguese	1	0.1%
Refused	2	0.1%
Sri Lankan Tamil	3	0.2%
White - British	62	3.8%
White and Any Other Ethnic Group	99	6.1%

White and Asian	41	2.5%
White and Black African	29	1.8%
White and Black Caribbean	22	1.4%
White Eastern European	25	1.5%
White Other	18	1.1%
Total	1625	100.0%

6.10 Religion

Religion	Number	%
Baptist	1	0%
Buddhist	11	1
Christian	397	24%
Christian (Ecumenical)	1	0%
Church of England	1	0%
Greek Orthodox	2	0%
Hindu	162	10%
Jehovah's Witness	1	0%
Muslim	652	40%
No Religion	63	4%
Other Faith	77	5%
Refused	1	0%
Roman Catholic	22	1%
Russian Orthodox	2	0%
Sikh	5	0%
Not Known	227	14%
Total	1625	100%

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	386 (23.8%)	394 (24.17%)	778	48%
Pupils from Low-income backgrounds				
Number of pupils eligible for Pupil Premium	Yr 1-6: 35 (10%) Yr 7-11: 153 (17%)	Yr 1-6: 33 (9%) Yr 7-11: 126 (14%)	Yr 1-6: 68 (19%) Yr 7-11: 279 (32%)	Yr 1-6 – 19% Yr 7-11 -32%

Number of pupils receiving the 16-19 Bursary (Post 16)	33 (36%)	58 (64%)	91	32% of Sixth Form Population
Number of Looked After Children: 8				

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

	No of Employees	%
Under 25	10	5.15
25-29	58	29.90
30-34	38	19.59
35-39	26	13.40
40-44	17	8.76
45-49	15	7.73
50-54	10	5.15
55-59	10	5.15
60 and over	10	5.15
Grand Total	194	100.00

7.6 Disability

	No of employees	%
YES	6	3.09
NO	188	96.91
Grand Total	189	100.00

7.7 Gender

	No of Employees	%
F	144	74.23
M	50	25.77
Grand Total	189	100.00

7.8 Ethnicity and race

Row Labels	No of Employees	%
Any Asian Background	29	14.95
Any Other Black Background	16	8.25
Any other mixed ethnic background	2	1.03
Any Other White Background	24	12.37
Black African	10	5.15
Black African and white	3	1.55
Black Caribbean	15	7.73
Black Caribbean and white	-	-
Indian	11	5.67
Information Not Yet Obtained/ Prefer not to answer	-	-
White British	78	40.21
White Irish	6	3.09
Grand Total	194	100.00

7.9 Religion and belief

	Count of Employees	%
Buddhist	2	1.03
Judaism	2	1.03
Christian	55	28.35
Hinduism	8	4.12
Jehovah's witness	1	0.52
Muslim	17	8.76
Sikh	1	0.52
Not religious	33	17.01
Preferred not to say	75	38.66
Not obtained	-	-
Grand Total	194	100.00

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)
 - 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
 - Mentoring programme for Year 11 underachievers
 - Targeted study support programme
 - Saturday and Holiday revision sessions
 - Free fruit and water before exams
 - Deployment of co-teachers
 - Targeted Homework Club
 - Graduate Teacher Assistant support in Maths and English
 - Termly Pupil Progress Meetings with provision maps
 - PP funding to support children attending enrichments
 - Same-day intervention model for all
 - PP children identified on lanyards so that they can be targeted in teacher's questioning and in-class monitoring

Review date: October 2020

Comments and analysis on the progress made with this objective:

This is documented in the Pupil Premium Policy.

Review of 2019/2020 and plans for 2020/2021

- 8.5 **Equality objective 2: Ensure that pupils with a low reading age (below 10) 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 and retesting of years 8, 9 and 10

- Targeted literacy intervention in KS3 for students with a reading age less than 10 years
- Analysis of reading data and English results
- Seven lessons of English per week for all Year 7 pupils and six in Year 8 and 9
- Additional English lessons for all students in Year 9 and 10 with a reading age below 11
- All Year 7 students read to score fluency and comprehension with librarians and pupils issued with an age appropriate book
- Reading intervention across the school, including: “bookmark” reading interventions in year 2, one-to-one phonics
- Focus on a broad range of texts across the school, including short-texts and longer novels as well as reading in the wider curriculum
- Identify children in year 5 with a low reading age and target for intervention
- Use “benchmark” assessments for all children with a low reading age

Review date: October 2020

Comments and analysis on the progress made with this objective:

Review of 19/20 in Pupil Premium Policy and plan for 20/21

8.7 Equality objective 3: 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
- Black History Month
- International day celebrations
- Alumni as role models for students
- Celebrate diversity through the curriculum
- International language day celebrations
- Continue to offer one to one psychotherapy and tutor time talk with Pupil Support Team for vulnerable pupils
- The positive reward system
- Establishing pupil leadership opportunities, eg School Council, Well-Being Ambassadors, Reading Leaders, Digital Leaders, Sports Ambassadors, House Captains.
- Continually review the curriculum, including reading texts, to ensure diversity
- Celebration assemblies based on school values

Review date: October 2020

Comments and analysis on the progress made with this objective:

Progress in AIP for 19/20 in tutor time programme and Tutor Time plan for 20/21