



# 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 Putney 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: 54.32% (408 pupils)

Female: 45.37% (343 pupils)

Other/ Not Stated:

### **Special Educational or Medical Needs and Disability**

Pupils with a Statement of SEN or EHCP (%): 15.17% (114 pupils)

**Ethnicity & Race**

	<b>Total</b>
White British	165
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	77
Gypsy / Roma	0
White and Black Caribbean	34
White and Black African	45
White and Asian	4
Any Other Mixed Background	36
Indian	7
Pakistani	45
Bangladeshi	3
Any Other Asian Background	31
Black Caribbean	76
Black – African	75
Chinese	2
Any Other Ethnic Group	81
Refused	70

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

<b>Religion &amp; Belief</b>	<b>%</b>	<b>Religion &amp; Belief</b>	<b>Number</b>
Christian	131	Other	15
Muslim	99	No Religion	81
Jewish	0	Not stated	422
Hindu	3		
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:

<b>Pupils with English as an Additional Language</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>% of school population</b>
English as an additional language	166	126	292	38.88%
<b>Pupils from low-income backgrounds</b>				
Number of pupils eligible for Pupil Premium	140	131	271	36.08%
Number of pupils receiving the 16-19 Bursary (Post-16)			102	13.58%
<b>Number of Looked After Children: 3</b>				

## 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 that is emerging in KS3 **(Adopted September 2018 to be achieved by 2020)**

This will be achieved by:

- Auditing and producing an action plan around our PP strategy
- Close monitoring of PP gap in subjects to target emerging gaps and action as part of exam analysis
- Prioritise PP students for the following:
- Attendance calls, cultural capital trips, EC offer, study packs, monitoring reports and equipment

**Review date and comments:**

**Equality Objective 2:** We aim to improve the progress made by pupils with a SEND ASD/ADHD diagnosis. **(Adopted September 2018 to be achieved by 2020)**

This will be achieved by:

- Dedicated training in ASD for all staff
- High profile of ASD students in terms of teaching and learning briefing, school SEND bulletin and display
- Increased support in lesson for ASD/ADHD students
- Close monitoring of progress and attainment by Deputy SENDco
- Monitoring of diet through purchases made in the school canteen
- Regular meetings with parents of ASD/ADHD parents
- Developing key partnerships with ASD/ADHD experts
- Specific early warning systems established through the inclusion panel

**Review date and comments:**

**Equality Objective 3:** Enhance process by which mid-year joiners with EAL are welcomed to, and integrated within, the academy. **(Adopted September 2018 to be achieved by 2020)**

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 ( same language where possible)
- Further training for staff in supporting pupils with EAL
- Use EAL coordinator to write a bespoke programme translated to a student passport for

each EAL student

- 1 to 1 tutoring
- Family liaison support to enable a good transition – (housing, benefits and translation)

**Review date and comments:**