



# Equality Statement & Objective Statements

## 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 2022	Author:	Head of School Business Partnering
Date of next review:	September 2024	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	<b>Ark Putney Academy</b>	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	ER & Wellbeing Model

<input checked="" type="checkbox"/> Our People	
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## 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:

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

Pupils with a Statement of SEN or EHCP (%): 4.3

### **Ethnicity & Race**

	<b>Total</b>
White British	180
White Irish	6
Traveller of Irish Heritage	-
Any other White Background	3
Gypsy / Roma	-
White and Black Caribbean	58
White and Black African	29
White and Asian	3
Any Other Mixed Background	30
Indian	9
Pakistani	78
Bangladeshi	1
Any Other Asian Background	63
Black Caribbean	64
Black – African	40
Chinese	8
Any Other Ethnic Group	319
Refused	3

### **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	12%	Other	41 4.5%
Muslim	12%	No Religion	36 4%
Jewish	0.1%	Not stated	602 67%
Hindu	0.2%		
Sikh	-		

### **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	216	200	416	47%
<b>Pupils from low-income backgrounds</b>				
Number of pupils eligible for Pupil Premium	200	180	380	43% (11-16)
Number of pupils receiving the 16-19 Bursary (Post-16)	16	30	46	5%
<b>Number of Looked After Children:</b>				
4				

## Information about our Employees

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. We do not have a workforce of over 150 but recognise that it is important to be transparent and are committed to diversity.

Ark Schools is committed to eliminating discrimination and encouraging diversity amongst our employees. We endeavour to build a workforce that will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equitable employment practices and not to discriminate on grounds of age, disability, gender reassignment, marriage/civil partnership status, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. We oppose all forms of unlawful and unfair discrimination.

The appointment and recruitment procedure must always be applied fairly and in accordance with employment law and the Ark Schools Equal Opportunities Policy Statement.

In line with part 7 of the Immigration Act (2016) the ability to speak fluent English is an essential requirement of all public-facing posts advertised within Ark Schools including (but not limited to) teachers (qualified and unqualified), teaching assistants and reception staff.

### Gender (%)

Male: 37%

Female: 63%

Other/ Not Stated: 0

### Disability

Number of staff identifying as disabled: 0

### Religion & Belief

Religion & Belief	%	Religion & Belief	Number
Christian	19	Other	7
Muslim	8	No Religion	57
Jewish	2	Not stated	23
Hindu	1		
Sikh	0		

## Ethnicity and Race

	<b>Total</b>
White British	49
White Irish	9
Traveller of Irish Heritage	0
Any other White Background	9
Gypsy / Roma	0
White and Black Caribbean	1
White and Black African	0
White and Asian	1
Any Other Mixed Background	8
Indian	3
Pakistani	0
Bangladeshi	0
Any Other Asian Background	3
Black Caribbean	6
Black – African	5
Chinese	0
Any Other Ethnic Group	6
Refused	17

## 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 22 and to be achieved by Sept 24)**

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 with tutoring to support close the gap at KS4
- Providing an in-school revision programme during school holidays
- Providing additional resources for revision
- Prioritising PP students to work with the Educational Social Worker and Family worker and where required, other support staff

**Review date and comments:**

**Equality Objective 2:** We aim to improve the progress made by pupils with SEND. **(Adopted Sept 22 and to be achieved by Sept 24)**

This will be achieved by:

- Dedicated provision for pupils with Special Educational Needs and Disabilities with regards to safe spaces and access to TAs
- Small group teaching in target areas (Nuture)
- Close monitoring of progress and attainment by the SENDCO
- A Quality First approach to teaching incorporating a range of strategies and pedagogical practice to ensure that all learners are successful

**Review date and comments:**

**Equality Objective 3:** We aim to improve pupils' social, moral, cultural and spiritual development in their first three years at the school. **(Adopted Sept 22 and to be achieved by Sept 24)**

This will be achieved by:

- Themed assemblies on current affairs/issues particular to young people 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
- Establishing a stand-alone PSCHE lesson from Sept 22

**Review date and comments:**

**Equality Objective 4:** To ensure pupils' religions are respected through food provision at the academy. **(Adopted Sept 22 and to be achieved by Sept 24)**

This will be achieved by:

- Ensuring that this is prioritised within the catering tendering process
- Undertaking surveys with pupils on this area of school life
- Ensuring a range of options are available on school menus including no meat Mondays and a halal service

**Review date and comments:**

**Equality Objective 5:** Enhance process by which mid-year joiners with EAL are welcomed to, and integrated within, the academy. **(Adopted Sept 22 and to be achieved by Sept 24)**

This will be achieved by:

- Full review of the process for mid-year joiners including literacy and numeracy tests
- Dedicated EAL co-ordinator managed by the inclusion team to extract students from lessons
- Implementation of 'buddy system' to link new pupils to existing pupils for support
- Lexia utilised to support students with the quick language acquisition
- Further training for staff in supporting pupils with EAL

**Review date and comments:**