



*‘Empowering our pupils to take responsibility and seize greatness.*

## **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.

<b>Date of last review:</b>	<b>November 2020</b>	<b>Author:</b>	<b>Head of People Operations</b>
<b>Date of next review:</b>	<b>April 2021</b>	<b>Owner:</b>	<b>Head of People</b>
<b>Type of policy:</b>	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	<b>Approval:</b>	<b>Board</b>
<b>School:</b>	<b>Ark Blake Academy</b>	<b>Key Contact Name:</b>	<b>Governance Team</b>
<b>Key Contact Email:</b>	<b>governance.team@arkonline.org</b>	<b>Key Contact Phone:</b>	<b>0203 116 633</b>

### **POSITIONING WITHIN ARK OPERATIONAL MODEL**

<b>Component</b>	<b>Element</b>
<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	<b>ER &amp; Wellbeing Model</b>

## 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: 53%

Female: 47%

Other/ Not Stated:

### Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 23%

### Ethnicity & Race

	%	Number
White British	23	41
White Irish		
Traveller of Irish Heritage		
Any other White Background	15	27
Gypsy / Roma		
White and Black Caribbean	8	14
White and Black African	4	5
White and Asian	4.5	8
Any Other Mixed Background	13.4	24

<b>Indian</b>	1.7	3
<b>Pakistani</b>	4	5
<b>Bangladeshi</b>		
<b>Any Other Asian Background</b>	4	5
<b>Black Caribbean</b>	14	25
<b>Black – African</b>	7.3	13
<b>Chinese</b>		
<b>Any Other Ethnic Group</b>	3.4	6
<b>Refused</b>	1.7	3

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

<b>Religion &amp; Belief</b>	<b>%</b>	<b>Number</b>
<b>Christian *</b>	19	34
<b>Muslim</b>	5.6	10
<b>Jewish</b>		
<b>Hindu</b>	1.1	2
<b>Sikh</b>		
<b>Other</b>		
<b>No Religion</b>		
<b>Not stated</b>	74.4	133

\*Includes Church of England, Roman Catholic, Seventh Day Adventist, Russian Orthodox and Jehovah's Witness

### **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>
<b>English as an additional language</b>	34	36	70	39
<b>Pupils from low-income backgrounds</b>				
<b>Number of pupils eligible for Pupil Premium</b>	54	41	95	53 (FSM 48%)
<b>Number of pupils receiving the 16-19 Bursary (Post-16)</b>				
<b>Number of Looked After Children: 0</b>				

## 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.

Ark Blake has fewer than 150 employees. However, we recognise the importance of transparency and are committed to developing a diverse and inclusive staff.

Ark Blake is committed to eliminating discrimination and encouraging diversity amongst our employees. We will always endeavour to build a workforce that is representative of the community we serve and work to ensure that each employee feels respected and able to give of their best.

### Gender (%)

Male: 38%

Female: 62%

Other/ Not Stated:

### Disability

Number of staff identifying as disabled: 0

### Religion & Belief

Religion & Belief	%	Number
Christian	33.3%	8
Muslim	12.5%	3
Jewish		
Hindu		
Sikh		
Other		
No Religion	29.2%	7
Not stated	25.0%	6

## Ethnicity and Race

	<b>Total</b>
<b>White British</b>	8
<b>White Irish</b>	2
<b>Traveller of Irish Heritage</b>	
<b>Any other White Background</b>	1
<b>Gypsy / Roma</b>	
<b>White and Black Caribbean</b>	
<b>White and Black African</b>	
<b>White and Asian</b>	
<b>Any Other Mixed Background</b>	3
<b>Indian</b>	
<b>Pakistani</b>	
<b>Bangladeshi</b>	
<b>Any Other Asian Background</b>	3
<b>Black Caribbean</b>	2
<b>Black – African</b>	4
<b>Chinese</b>	
<b>Any Other Ethnic Group</b>	1
<b>Refused</b>	

## 2. Our Equality Objectives

**Equality Objective 1:** We aim for pupils who receive the pupil premium, and those who don't to make the same levels of good progress. This will be monitored after each term's assessments.

This will be achieved by:

- Quality first teaching with high expectations of all pupils
- Provision of additional learning support for pupils from low-income backgrounds
- Close monitoring of progress, particularly in English and Maths
- Providing an in-school revision programme

**Review date and comments:**

**Equality Objective 2:** We aim for the progress made by pupils with SEND to be in line with other pupils. This will be monitored after each term's assessments.

This will be achieved by:

- Quality first teaching with high expectations of all pupils
- 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:**

**Equality Objective 3:** We aim to accelerate pupils' social, moral, cultural and spiritual development in their first three years at the school.

This will be achieved by:

- Themed assemblies on current affairs and cultural knowledge to enhance pupils' understanding of the wider world
- Working with expert partners from the third sector to deliver workshops on areas such as enterprise, self-confidence, resilience and mindfulness
- Ensuring tutors are well-trained to support pupils in this area
- Establishing a universal 'lesson 7' enrichment programme to extend the curriculum and develop cultural and social capital

**Review date and comments:**

**Equality Objective 4:** To ensure pupils' religions / cultures are respected through food provision at the academy. This will be monitored after each school term.

This will be achieved by:

- Ensure all food is Kosher / Halal
- Ensure there is always a vegan /vegetarian offer
- Undertaking surveys with pupils on this area of school life
- Ensuring a range of options are available on school menus

**Review date and comments:**

**Equality Objective 5:** Enhance the process by which mid-year joiners / all joiners with EAL are welcomed to, and integrated within, the academy. This will be monitored after each school.

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
- Further training for staff in supporting pupils with EAL

**Review date and comments:**

**Equality Objective 6:** To ensure that all sexual orientation and gender identities are respected and celebrated at the Academy. This will be monitored after each school term.

This will be achieved by:

- High quality PSHCE teaching the law on equality and protected characteristics
- Active SMSC celebrating diversity and LGBTQ+ role models
- Undertaking surveys with pupils on this area of school life to understand their experience
- Having high profile display to actively promote an inclusive school
- Training for staff and regular self-evaluation on sexuality and gender identities

**Review date and comments:**