



# 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 Employee Relations
Date of next review:	April 2019	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	ARK Blacklands Primary 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: 52%

Female: 48%

Other/ Not Stated:0

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

Pupils with a Statement of SEN or EHCP (%): 0.003% (2 children)

**Ethnicity & Race**

	<b>Total</b>
White British	461
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	11
Gypsy / Roma	0
White and Black Caribbean	9
White and Black African	4
White and Asian	14
Any Other Mixed Background	12
Indian	1
Pakistani	1
Bangladeshi	1
Any Other Asian Background	4
Black Caribbean	2
Black – African	5
Chinese	4
Any Other Ethnic Group	21
Refused	9

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

<b>Religion &amp; Belief</b>	<b>Number</b>	<b>Religion &amp; Belief</b>	<b>Number</b>
Christian	55	Other	6
Muslim	16	No Religion	81
Jewish	2	Not stated	407
Hindu	0		
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	16	11	27	5%
<b>Pupils from low-income backgrounds</b>				
Number of pupils eligible for Pupil Premium	49	52	101	18%
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A	N/A	N/A
<b>Number of Looked After Children:</b> 5				

## 1. Our Equality Objectives

**Equality Objective 1:** Identify disadvantaged pupils who are at risk of under-achievement and intervening effectively to accelerate progress and close the gap

This will be achieved by:

- Clear identification and tracking of pupils
- Close monitoring of progress in English and Maths particularly
- Ensuring all pupils access Quality First Teaching
- Providing a range of in-school interventions

**Review date and comments:**

**By December 2017:** Whole school tracking for PPG pupils implemented

Aspirational targets set for all PPG pupils

Interventions in place for PPG pupils

**By April 2018:** Pupil progress meetings effectively track progress and attainment of PPG pupils.

PPG pupils making accelerated progress in comparison with non PPG Pupils.

**By July 2018:** Gap closed or closing between attainment of dis-advantaged and non-disadvantaged pupils

**Equality Objective 2:** We aim to improve the progress made by pupils with SEND.

This will be achieved by:

- Clear identification and tracking of SEND pupils
- Ensuring all pupils access Quality First Teaching
- 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:**

**By December 2017:** Whole school identification and tracking for SEN pupils implemented

Aspirational targets set for all SEN pupils

Targetted Interventions in place for SEN pupils

**By April 2018:** Pupil progress meetings effectively track progress and attainment of SEN pupils.

SEN pupils making accelerated progress in comparison with non SEN Pupils.

**By July 2018:** Progress of SEN pupils is in line with or better than their peers Nationally.

**Equality Objective 3:** We aim to improve pupils' social, moral, cultural and spiritual development .(Date adopted and to be achieved by)

This will be achieved by:

- Themed assemblies on current affairs to enhance pupils' understanding of the wider world
- Development of a cohesive PSHE curriculum across the school
- Ensuring teachers are well-trained in the mindfulness approach to support pupils in this area

**Review date and comments:**

**By December 2017:** Jigsaw PSHE training delivered to all staff

Jigsaw PSHE curriculum implemented across whole school

<b>By April 2018:</b>	Monitoring of PSHE teaching takes place termly Teaching of PSHE judged as good across school
<b>By July 2018:</b>	Comprehensive review of first year of Jigsaw PSHE
<b>Equality Objective 4:</b> Enhance process by which joiners with EAL are welcomed to, and integrated within, the academy. This will be achieved by: <ul style="list-style-type: none"> <li>• Implementation of 'buddy system' to link new pupils to existing pupils for support</li> <li>• Further training for staff in supporting pupils with EAL</li> </ul> Review of EAL provision across the school and best practice identified	
<b>Review date and comments:</b>	
<b>By December 2017:</b>	Clear procedures in place for identification of EAL pupils Communicate in Print purchased and training for staff delivered Audit of current practice completed
<b>By April 2018:</b>	Consistent approach for in year EAL admissions in place Pupil progress meetings effectively track progress and attainment of EAL pupils. EAL pupils making accelerated progress
<b>By July 2018:</b>	Progress of EAL pupils is in line with or better than their peers Nationally.