

Equality Statement & Objective Statements

(Including 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:	September 2019	Author:	Head of School Business Partnering
Date of next review:	September 2021	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Victoria 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 & 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: 52.5%

Female: 47.5%

Other/ Not Stated: 0.0%

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 10.5%

Ethnicity & Race

	Total
White British	1
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	24
Gypsy / Roma	9
White and Black Caribbean	0
White and Black African	3
White and Asian	1
Any Other Mixed Background	14
Indian	20
Pakistani	690
Bangladeshi	417
Any Other Asian Background	18
Black Caribbean	3
Black – African	171
Chinese	0
Any Other Ethnic Group	179
Refused	6

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

Religion & Belief	%	Religion & Belief	Number
Christian	0.5	Other	0.1
Muslim	47.9	No Religion	0.2
Jewish	0.1	Not stated	50.4
Hindu	0.5		
Sikh	0.3		

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:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	683	641	1324	85.1%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	317	323	640	41.1%
Number of pupils receiving the 16-19 Bursary (Post-16)	0	0	0	0.0%
Number of Looked After Children: 2				

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.

Gender (%)

Male: 26.3%

Female: 73.7%

Other/ Not Stated: 0.0%

Disability

Number of staff identifying as disabled: 1

Religion & Belief

Religion & Belief	%	Religion & Belief	Number
Christian	0.0	Other	0.0
Muslim	1.3	No Religion	0.0
Jewish	0.0	Not stated	97.8
Hindu	0.4		
Sikh	0.4		

Ethnicity and Race

	Total
White British	28
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	3
Gypsy / Roma	0
White and Black Caribbean	0
White and Black African	0
White and Asian	0
Any Other Mixed Background	1
Indian	6
Pakistani	21
Bangladeshi	3
Any Other Asian Background	0
Black Caribbean	4
Black – African	1
Chinese	1
Any Other Ethnic Group	154
Refused	3

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. **(Date adopted 09/2020 and to be achieved by 08/2021)**

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
- Providing an in-school revision programme during school holidays
- Track and analyse progress of disadvantaged pupils in different subjects in different year groups
- Evaluate pupil premium spend and use this information to write planned spend for 2020/21
- Identify underperforming disadvantaged pupils – ensure all relevant staff are aware of who these pupils are and of their starting points
- Allocate devices to all PP students in Y5, 6, 7, 10 and 11 to ensure they are able to access the curriculum remotely
- Subject Leads, Heads of Year and class teachers to identify PP children they need to target.
- Strategies put in place to target underperforming PP children.
- Monitor impact of these strategies.
- Report to SLT after each data drop on progress of PP pupils and any differences between PP pupils and non PP pupils in terms of attainment and progress.

Review date and comments

By December 2020:

Evaluation of 2019/20 spend written

Planned spend for 2020/21 written

Whole school tracking for PP pupils implemented

Aspirational targets set for all PP pupils

Interventions in place for PP pupils

By April 2021:

Pupil progress meetings effectively track progress and attainment of PP pupils.

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

By August 2021: 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. **(Date adopted 09/20 and to be achieved by 08/21)**

This will be achieved by:

- Dedicated provision for pupils with Special Educational Needs and Disabilities

- Small group teaching in target areas
- Close monitoring of progress and attainment
- Update SEN register so that all pupils are correctly coded with identified area of need.
- Introduce system for teachers to refer new SEND concerns.
- Liaise with outside agencies to ensure that pupils' needs are accurately identified.
- Use the graduated approach to ensure pupils with more severe and complex needs are identified and applications for EHCPs are made if appropriate.
- Support teachers with universal (wave 1) provision for pupils with identified SEND.
- Appointment of SENDCO to ensure quality CPD for teachers, in lesson support and appropriate interventions take place to ensure progress and attainment is in line with or better than expectations
- Ensure the correct provision is in place for pupils with EHCPs, provision is reviewed and updated regularly and specialists are involved as and when needed.
- Ensure alternative provision is in place for students in KS4 to enable them to successfully attain appropriate qualifications by the end of Y11

Review date and comments:

By December 2020:

Correct coding of all pupils on SEND register.

New referral system in place

Whole school CPD sessions run on wave 1 intervention strategies.

Whole school tracking for SEND pupils implemented

Regular SEND learning walks have taken place

Aspirational targets set for all SEND pupils

Interventions in place for SEND pupils

By April 2021:

Pupil progress meetings effectively track progress and attainment of SEND pupils.

Review the effectiveness of provision for pupils with EHCP

By August 2020: Gap closed or closing between progress of SEND and non- SEND pupils

All SEND pupils identified and correctly coded on the SEND register.

Equality Objective 3: Enhance process by which mid-year joiners with EAL are welcomed to, and integrated within, the academy (**Date adopted 09/20 and to be achieved by 08/21**)

This will be achieved by:

Reviewing the process for pupils with EAL when they join the academy

Assessing pupils on arrival to ensure accurate baseline data.

Create EAL pupil profiles for pupils when they arrive and share with all relevant staff.

Grouping pupils using EAL bands to ensure provision is appropriately pitched

Setting pupils with EAL language plans with personalised targets

Implementation of 'buddy system' to link new pupils to existing pupils, with shared home language, for support.

Provide training and support for class teachers with skills/strategies for supporting pupils with EAL in the classroom including in class support by EAL specialist.

Supporting staff to ensure appropriate adaptations are made to the curriculum for pupils with EAL.

Evaluating the quality and impact of interventions for EAL pupils against the EAL Assessment.

Review date and comments:

By December 2020:

All pupils with EAL accurately assessed on arrival

EAL profiles created for all newly arrived pupils

EAL language plan with individual targets for all newly arrived pupils

Buddy system in place

By April 2021:

Staff are trained and provided with skills / strategies to support pupils with EAL in class.

In class, strategies and curriculum adaptations provide appropriate support for pupils with EAL.

Measurable impact of EAL interventions as pupils move towards fluency within EAL bands.

Equality Objective 4: Ensure that leadership of the academy, its staff and students, is fully inclusive (**Date adopted 09/20 and to be achieved by 08/21**)

This will be achieved by:

Principal and Primary Head Teacher to attend diversity training and disseminate this training to SLT

SLT to review leadership behaviours and action plans to ensure they are fully inclusive

SLT to review recruitment and retention processes to ensure they are fully inclusive

Diversity working group to review curriculum, environment and ethos of school

Alison Kriel to deliver keynote on inclusive leadership and visit each term to check progress, offer advice and support us

Look and feel of the school celebrates its community, core values and school motto

Introduce 'In My Shoes' which is a short video presentation from a member of staff about their heritage, culture,

Review our curriculum, personal development curriculum and reading materials to ensure they include diversity and champion many different peoples, cultures and outlooks

Review accessibility and the presentation of key information in community language

Review date and comments:

By December 2020:

SLT have received key information from diversity training
SLT reviewed action plans and leadership behaviours following training.
Diversity working group meet regularly feeding back to SLT.
Alison Kriel keynote speech and follow up at end of Autumn term.

By April 2021:

End to end review of recruitment processes conducted and actions put in place to ensure it is fully inclusive.

Retention processes reviewed in order to build and developing diverse talent pipelines.

In My Shoes is introduced and shared through PD curriculum and staff briefing.

Curriculum has been reviewed and actions identified to ensure curriculum and materials are fully inclusive