Equality Objectives

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 People Operations
Date of next review:	September 2020	Owner:	Head of People
Type of policy:	☐ Network-wide ☒ Tailored by school	Approval:	Board
School:	Ark Burlington Danes Academy	Key Contact Name:	Governance Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☐ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☐ Teaching & Learning ☐ Curriculum & Assessment ☐ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☒ 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: 51%

   Female: 49%

   Other/ Not Stated: 0%

   Special Educational or Medical Needs and Disability

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

Ethnicity & Race:

Black - African	19.49%
White - British	11.42%
Black Caribbean	10.92%
Black and Any Other Ethnic Group	4.93%
Arab Other	4.85%
Other Mixed Background	3.93%
Any Other Asian Background	3.64%
Other Ethnic Group	3.35%
White and Black Caribbean	2.64%
White Eastern European	1.64%
Moroccan	1.64%
Other White British	1.43%
Pakistani	1.28%
Bangladeshi	1.21%
White and Black African	1.14%
Indian	1.00%
Afghan	0.93%
Egyptian	0.86%
White Western European	0.79%
White and Asian	0.79%
Black - Somali	0.71%
Kurdish	0.64%
White - Irish	0.57%
Iranian	0.50%
Refused	0.43%
White European	0.36%
Iraqi	0.36%
Asian and Any Other Ethnic Group	0.36%
Lebanese	0.36%
Black European	0.29%
Other Black	0.29%
Chinese	0.29%
Any Other Mixed Background	0.21%
Any Other Black Background	0.14%
Black - Sudanese	0.14%
Filipino	0.14%
Gypsy/Roma	0.14%
Traveller of Irish Heritage	0.14%
Malay	0.07%
Yemeni	0.07%
Other Black African	0.07%

Vietnamese	0.07%
Portuguese	0.07%
Greek	0.07%
Any Other Ethnic Group	15.63%

Religion & Belief [schools may add other religious groups as appropriate]
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	292	287	579	45%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	282	256	539	42%
Number of pupils receiving the 16-19 Bursary (Post-16)	58	31	89	7%
Number of Looked After Children: 9				

2. **Our Equality Objectives**

Equality Objective 1: We aim to improve rates of progress for all students with PP across all subject areas, specifically within EBAC subjects to narrow the progress gap. **(Review September 2020)**

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

Review date and comments:

Equality Objective 2: We aim to improve the reading age and performance in English for pupils with SEND. **(Review date: September 2020)**

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
- Use of specific educational programmes to enhance progress

Review date and comments:

Equality Objective 3: We are driven to improve the quality of students non-examined curriculum which includes work on social, moral and cultural education **(Review date: September 2020)**

This will be achieved by:

- Themed assemblies on current affairs to enhance pupils' understanding of the wider world
- Working with expert partners from the third sector to engender courageous advocacy in line with our Christian vision.
- Ensuring tutors are well-trained to support pupils in this area

Review date and comments:

Equality Objective 4: Reduce incidences of fixed term exclusion, particularly among more vulnerable pupil groups **(Review date: September 2020)**

This will be achieved by:

- Further develop and streamline Inclusion processes to ensure that pupils are effectively reintegrated to school following FTE and pastoral interventions are used to manage future behaviour

- Set up weekly Inclusion meetings with all pastoral leaders to track and monitor students at risk of exclusion and put interventions in place
- Develop a suite of pastoral interventions to meet the needs of students at all levels of the behaviour and inclusion systems
- Develop a holistic provision map to track and monitor pastoral interventions on a whole-school level (incl. WLZ, P2B, Inclusion, SEND and other agencies)
- Train all SLT and pastoral leaders to understand the underlying unmet needs that can lead to extreme behaviour incidents (e.g. trauma aware practice, impact of SEND on behaviour, etc.)

Review date and comments:

Equality Objective 5: Reduce incidences of persistent absence among more vulnerable pupil groups

- Track and monitor the attendance of pupils with particular needs (e.g. SEND, Pupil Premium, CP) in weekly attendance meetings between HoYs and AO
- HoYs to set up Attendance Action Plans for any persistent absentees with particular needs to ensure that interventions are appropriately targeted to drive improvement
- Track improvement of persistent absentees with particular needs through discussion in weekly Inclusion meetings to assess the ongoing impact of interventions

Review date and comments:

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.

The school recruitment policy aims to:

- To ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability of the person
- To ensure that all job applicants are considered equally and consistently
- To ensure that no job applicant is treated unfairly on any ground including age, disability, gender reassignment, race, religion or belief, sex or sexual orientation as outlined in the Equality Act 2010;
- To ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education (Sep 2018) and the code of practice published by the Disclosure and Barring Service (DBS)
- To ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- To ensure that all employment checks are recorded clearly on the School's electronic Single Central Register (SCR)

Gender (%)
Male: 82
Female: 97
Other/ Not Stated:

Disability
Number of staff identifying as disabled: **None recorded or declared**

Religion & Belief

Religion & Belief	%	Religion & Belief	Number
Christian	**12**	Other	**3**
Muslim	**2**	No Religion	
Jewish		Not stated	**179**
Hindu			
Sikh			

Ethnicity and Race

	Total
White British	58
White Irish	3
Traveller of Irish Heritage	-
Any other White Background	6
Gypsy / Roma	-
White and Black Caribbean	1
White and Black African	-
White and Asian	-
Any Other Mixed Background	2
Indian	8
Pakistani	3
Bangladeshi	2
Any Other Asian Background	1
Black Caribbean	12
Black – African	10
Chinese	-
Any Other Ethnic Group	9
Refused	81