



## Equality Statement & Objective Statements

(Not 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 Tindal 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 & 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: 53%

Female: 47%

Other/ Not Stated:

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

Pupils with a Statement of SEN or EHCP (%): >1% (1 pupil)

## Ethnicity & Race

Ethnicity and Race	
Pakistani	81
Arab Other	86
Black Somali	18
Mirpuri Pakistani	14
Yemeni	31
Black African	12
Other Asian	3
Kurdish	6
Information Not Yet Obtained	26
Black Ghanaian	2
Other Pakistani	30
Kashmiri Pakistani	2
Bangladeshi	5
Moroccan	5
Other Mixed Background	3
Any Other Mixed Background	2
Refused	8
Asian and Any Other Ethnic Group	4
White and Any Other Asian Background	2
Afghan	6
Asian and Black	1
Other White British	2
Indian	3
Chinese	6
White Eastern European	15
White European	3
White British	3
Black Caribbean	1
White and Asian	3
Other Black African	5
Any Other Asian Background	3
White and Any Other Ethnic Group	1
Any Other Black Background	1
Other Chinese	1
Italian	1
Iraqi	1
Egyptian	2
Other Ethnic Group	1
African Asian	1
Black Sudanese	2
Kashmiri Other	1
Total	403

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

Religion	
Christian	8
Hindu	2
Jewish	1
Muslim	221
None	163
Refused	5
Sikh	1
Blank	2
<b>Total</b>	<b>403</b>

### 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	169	147	316	78%
<b>Pupils from low-income backgrounds</b>				
Number of pupils eligible for Pupil Premium	87	89	176	43%
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A	N/A	N/A
<b>Number of Looked After Children: 1</b>				

## 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 particularly in KS2.

**Date adopted: September 2020      To be achieved by: July 2021**

This will be achieved by:

- Provision of additional activities and learning support for pupils from low-income backgrounds during the school day to enable full access to the curriculum
- Close monitoring of progress in English and Maths and providing targeted intervention as needed
- Providing an in-school revision programme during school holidays and Saturdays for Y6 pupils
- Providing before school provision for Y4, 5 & 6 as needed

**Review date and comments:**

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

**Date adopted: September 2020      To be achieved by: July 2021**

This will be achieved by:

- Tracking and referral system to identify need
- Staff CPD to ensure that staff are able to offer an adapted/personalised curriculum
- 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:** Ensure that the mental health framework is used to develop and implement a whole school action plan to support pupils throughout the school.

**Date adopted: September 2020      To be achieved by: July 2021**

This will be achieved by:

- Staff CPD to ensure they have the skills to recognise signs and symptoms of poor mental health to ensure they are able to support staff in this area
- Staff fully trained as MHFA to support pupils and staff
- Explicitly teach how to manage and support your own and others mental health through the curriculum
- Themed drop-down days with mental health as the focus to enhance pupils understanding of why and how to look after your own mental health and how to help others
- Working with external expert partners from to deliver workshops on areas such as self-confidence, resilience and mindfulness

**Review date and comments:**

**Equality Objective 4:** We aim to develop pupils' knowledge and understanding of people from different communities and faiths beyond their immediate context.

**Date adopted: September 2020      To be achieved by: July 2021**

This will be achieved by:

- Undertaking and revising new curriculum model of RE to reflect school values and wider religious beliefs and celebrations, create links with character education to ensure this runs through the curriculum.
- Ensuring assemblies are calendared through the academic year delivering all religious themes
- Religious celebrations are acknowledged in assemblies and through dining experiences

**Review date and comments:**

**Equality Objective 5:** Enhance the process by which mid-year joiners with EAL are welcomed to, and integrated within, the academy.

**Date adopted: September 2020      To be achieved by: July 2021**

This will be achieved by:

- Streamline the process for mid-year joiners including parental interviews, literacy and numeracy tests, EAL specific tests, home/school agreements and settling in plan
- Enhance peer support system to ensure new pupils have a range of peers they can go to
- Further training for staff in supporting pupils with EAL and dedicated English survival skills groups

**Review date and comments:**