



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 2021	Author:	Head of People Operations
Date of next review:	September 2023	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:		Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 633

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
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<ul style="list-style-type: none"> <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 	<p>ER and Wellbeing Model</p>
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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 (1%): 25% SEND (227 pupils)

Ethnicity & Race

907 – on roll – Jan 22	#	%
White - English	364	40
White - British	121	13
White and Black Caribbean	45	5
Black Caribbean	39	4
Arab Other	24	3
Other Black African	19	2
Black - Somali	17	2
White and Black African	16	2
Other Pakistani	15	2
Black - Nigerian	15	2
Other Mixed Background	15	2
White and Pakistani	14	2
Black and Any Other Ethnic Group	12	1
Mirpuri Pakistani	10	1
White Other	10	1
Black European	9	1
Indian	8	1
White and Asian	8	1
Yemeni	7	1
Refused	7	1
Black - Sudanese	7	1
White Eastern European	7	1
Black - Ghanaian	6	1
Pakistani	6	1
Black - African	6	1
White and Indian	6	1
Other Black	5	1
African Asian	5	1
Bangladeshi	5	1
Italian	5	1
Asian and Black	5	1

White and Any Other Asian Background	4	0
Kurdish	4	0
White and Any Other Ethnic Group	4	0
Any Other Ethnic Group	4	0
Greek	4	0
Afghan	4	0
Moroccan	3	0
Egyptian	3	0
Any Other Mixed Background	3	0
Iranian	3	0
Any Other Black Background	3	0
Hong Kong Chinese	3	0
Black - Sierra Leonean	3	0
Albanian	3	0
Kashmiri Pakistani	3	0
Black - Angolan	2	0
Iraqi	2	0
White European	1	0
Vietnamese	1	0
Gypsy/Roma	1	0
Chinese	1	0
Other Ethnic Group	1	0
Portuguese	1	0
White - Irish	1	0
Not Yet Obtained	1	0
Black - Congolese	1	0
Sri Lankan Tamil	1	0
Traveller of Irish Heritage	1	0
Asian and Any Other Ethnic Group	1	0
Turkish	1	0
Any Other White Background	1	0

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

	#	%
Muslim	161	18
No Religion	466	51
Christian	196	22
Roman Catholic	38	4
Refused	17	2
Other Faith (Replaces OT)	5	1
Church of England	11	1
Jehovah's Witness	1	0
Jewish	1	0
Buddhist	3	0
Greek Orthodox	1	0
Sikh	2	0
Seventh Day Adventist	1	0
Hindu	3	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:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	112	83	195	21
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	379	352	731	80

Number of pupils receiving the 16-19 Bursary (Post-16)	n/a	n/a	n/a	n/a
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Number of Looked After Children: 3 = 0.3%

2. Our Equality Objectives

Equality Objective 1: We aim to improve the progress of our vulnerable (including LAC) and SEND learners.

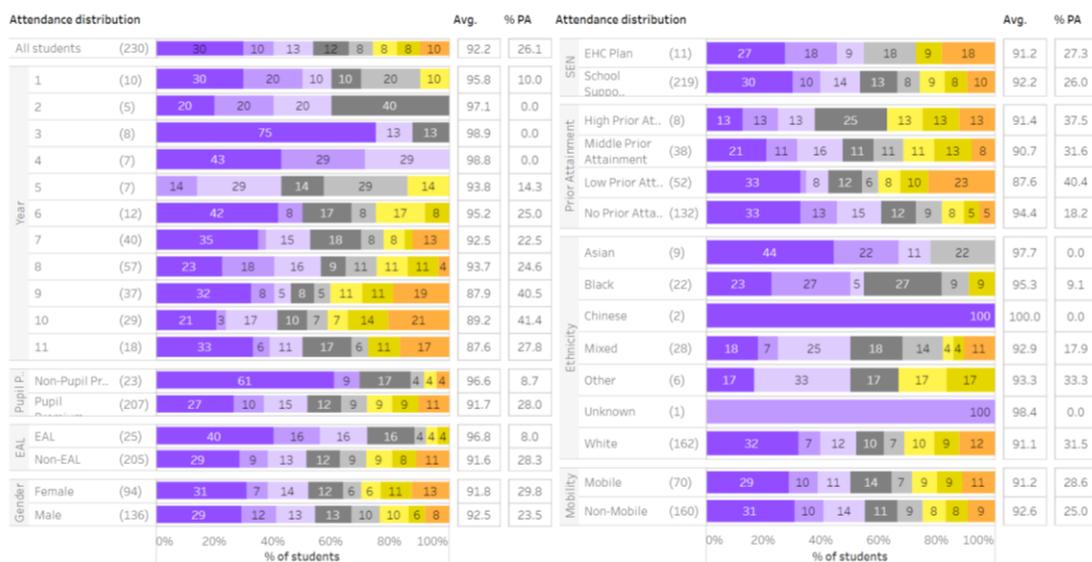
This will be achieved by:

- Close monitoring of progress and attainment of all SEND pupils
- Teachers ensure data capture of SEND pupils through the Ark Toolkit tracker.
- Pupils' learning needs will first, and best be met through high quality first teaching.
- Small group teaching in target areas/ evidence of the graduated approach – Plan, do review cycle.
- Dedicated provision for pupils with Special Educational Needs and Disabilities making adaptations for children with physical and sensory needs.
- Make amendments to the accessibility policy including adaptations made to the building.
- Ensure quality pastoral support is accessed through early identification and use of the Early help model- RHRT.
- Ensuring that all pupils can access extra-curricular provision.
- Closely monitor the attendance and behaviour logs of pupils at risk of exclusion.
- Pupil audit, pupil questionnaire and analysis of views.
- Improve staff confidence and effectiveness in communicating with parents of pupils with SEND.

Review date: January 2022

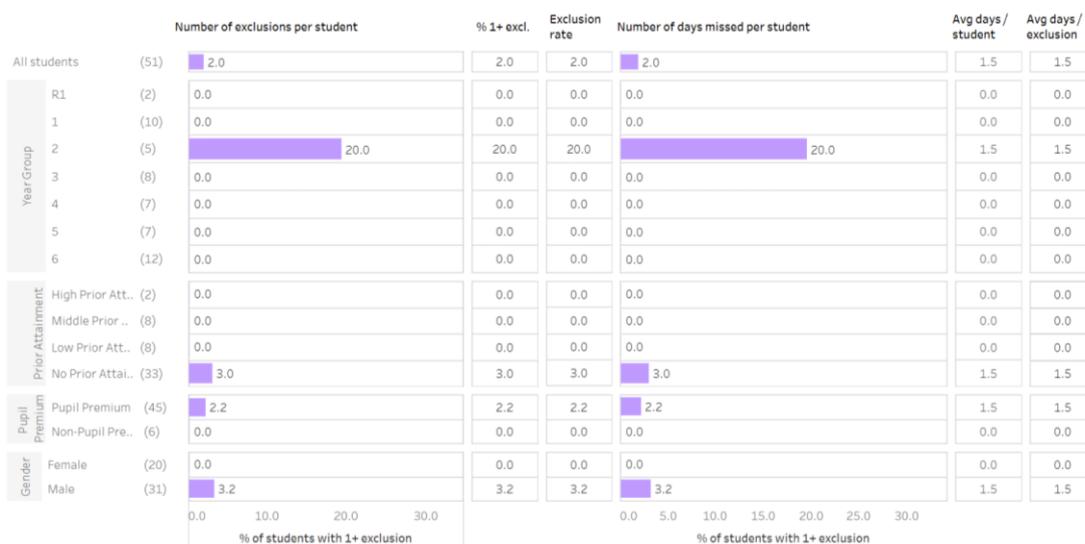
comments:

Attendance SEND

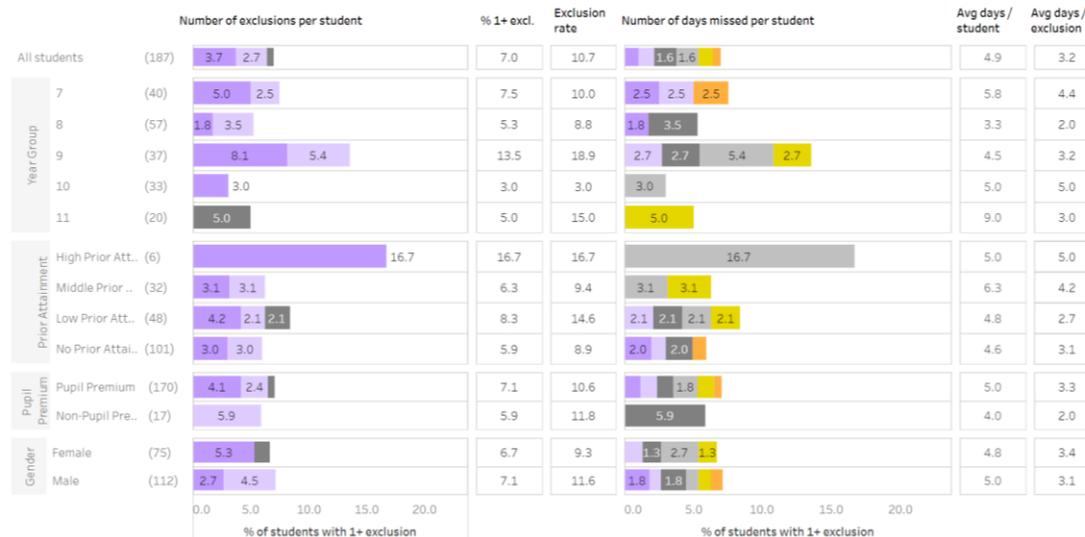


Exclusions – SEND

Primary



Secondary



At Ark Kings, we believe in a whole school SEND approach. This means we aim to provide a learning environment where students with special educational needs make good progress. We recognise the skills students bring to the school and ensure that they have quality access to the whole curriculum so they can build on these skills as they develop into young adults ready to face the challenges of the community and wider world. We strongly value it is our duty to be accessible and inclusive for all pupils and therefore, in every classroom across each year groups and transition phase adaptations are made to remove barriers to learning. As an academy, all our teachers understand that as practitioners, we are teachers of character development. All lessons are inclusive, and teachers are trained on how to support our SEND students so that they can fully participate and experience success. We passionately believe that the students' learning needs will first, and best be met through high quality teaching delivered by mainstream teachers. There is no replacement for Quality First Teaching therefore, our approach centres arounds:

1. Clear routines and high expectations for all.
2. High quality Professional Development for teachers.
3. A consistent structure in the delivery of lessons so that all students, especially

those with SEND know what to expect from one lesson to another.

4. Specific targeted support for students through One Page Profiles and individualised interventions.

Together with Quality First teaching, we support students' individual learning requirements using the graduated approach of the 'assess, plan, do and review'. Every student with additional needs has a One Page Profile that is written together with the student and parents so that everyone has an input. This profile is used by all teaching colleagues to plan and support students in lessons. When difficulties or concerns arise, we ensure that early intervention is put in place to close gaps in learning, provide appropriate emotional support and ensure full access to the curriculum

Equality Objective 2: We aim to improve 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 to enhance pupils' understanding of the wider world.
- Working with expert partners to deliver workshops on areas such as self-confidence, resilience and mindfulness.
- Develop pupil leadership roles -Ensure all pupils are given the opportunity to make a positive contribution to the life of the Academy.
- Continue to track culture and ethos to ensure personal development is embedded.
- Regularly reviewing curriculum design to ensure that it reflects current Dfe guidance, ensuring pupils have opportunities to understand human rights and fundamental British Values through PSHE curriculum threads.
- To ensure that the experiences we give to children cover all groups with protective characteristics. Pupils are able to demonstrate an increased awareness of diversity and respect for differences.

Review date: January 2022

Comments

The Ark Kings we are commitment to developing the curriculum to meet the needs of our community, it is imperative non-academic knowledge, skills and outcomes feature heavily across our curriculum enabling pupils to embrace everyday challenges. They will understand how attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education) can affect their life chances. Pupils will be accepting and tolerant of the wider community and world, developing high aspirations. important, as these experiences will help to shape young people's aspirations, build cultural capital, give students an equality of opportunity and actively participate in the wider community.

Character education at Kings is designed to help children and young people develop a robust set of skills and attributes that will enable them to confidently face life's challenges and opportunities, now and in a fast-changing future. Research suggests that successful development of such skills and attributes underpins future academic, personal, and professional success. The core themes within the PSHE curriculum are wrapped in common language and maps out the territory of learning. PSHE at Kings offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils start to acquire during the Early Years Foundation stage (EYFS) to develop

effective relationships, assume greater personal responsibility and manage personal safety. The core strands of character development covered are, aspiration, leadership, integrity, tolerance, excellence, resilience, kindness and communication. These strands permeate our school values, culture, and ethos.

Pupil ambassadors for the academy partake in a student leadership role including prefects, house captains, school council leaders, sports leaders, ECO council leaders, librarians and Anti-Bullying ambassadors which demonstrate the academy values.

Ark Kings also works with external professionals to deliver workshops on areas such as self-confidence, resilience as well as tackling issues that pupils face growing up in Kings Norton. Character education is role modelled by teachers in every interaction with pupils and parents so that pupils understand how they can develop positive behaviour habits to be successful in every aspect of life at Ark Kings, and beyond.

Our Academy values, aspire, expect achieve together are embodied in our school culture and ethos. These are linked with British values not just in PSHE lessons but across all areas of the curriculum. Pupils learn about British Values through a range of lessons by exploring how people and communities change over time and are affected by a number of challenges. Pupils learn and understand the complex ways in which one's character can be shaped by our families but also external factors. PSHE also helps pupils to understand the importance of being a well rounded citizen, accepting, tolerating and respecting peoples's shared experiences that have an impact on their opportunities and future prospects.

Equality Objective 3: We aim to monitor and analyse pupil achievement by race, religion and gender and act on any trends or patterns in the data that require additional support for pupils.

This will be achieved by:

- Religious celebrations are acknowledged in assemblies and through dining experience to increase pupil awareness and understanding of different communities.
- Undertaking and revising new curriculum model of PSHE to reflect school values and wider religious beliefs and celebrations.
- Ensuring assemblies are calendared through the academic year delivering all religious themes.
- Build links with external speakers from the community to support personal development curriculum and school values.
- Reporting, responding to and monitoring all racist incidents.

Review date: January 2022

Comments

At Ark Kings, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity, and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children.

In our RE lessons, we aim to foster mutual respect through structured debate and discussion. Pupils are encouraged to question and explore sensitive and controversial issues,

whilst maintaining tolerance and respect for the views and beliefs of others. Much of the RE curriculum is focused on understanding the beliefs and worldviews of different people all over the world and through understanding, true tolerance develops.

Equality Objective 4: We aim to further embed the induction process by which mid-year EAL joiners are integrated within the academy.

This will be achieved by:

- As part of a child's induction process, they will follow the EAL pathway, if necessary, which has been developed alongside The Research Development Team commissioned by The Bell Foundation (2016). This provides scales of proficiency to chart the progress of EAL pupils. This helps us as a school have a shared understanding of how their progress can be supported within the classroom and wider school community.
- Further training for staff in supporting pupils with EAL and using the pathway.
- Implementation of EAL toolkit to support increase in number of pupils with EAL who are new to country.
- Embed the use the Flash Academy platform to support and development early language acquisition of children new to country.
- Close analysis of academic and social progress made by EAL pupils following initial assessments.

Review date: January 2022

Comments

As Academy protocol we carry out formal inductions with all our new year and in year admissions. At initial induction meeting we establish information such as the child's name, gender, date of birth, ethnicity, and predominant spoken language. Information regarding the child's parents also needs to be established including their predominant spoken language. We are currently working towards creating a full staff list and their spoken language to support providers our parents with an interpreter where necessary.

On completion of the initial induction meeting within school, each EAL child will receive a communication passport. Communication passports were introduced by Sally Millar in 1991, with the aim of creating a person-centred way of supporting young people who cannot easily speak for themselves. At Ark Kings Academy a communication passport allows the child to have a voice without being afraid of not being heard or understood. It is important that the child's family participate in the completion of the communication passport. The rest of the communication passport allows the child to show and tell us about their life, where they feel their difficulties lie and what best supports them, it can also show the things that the child likes and where they think their strengths are. Communication passports can be added to over time by the child, child's family, the child's teachers, and any other professionals involved with the child. The communication passport will be taken with the child as they move up through the school, this enables the child's teacher to prepare work, resources and continue with the same consistent structure/ approach. As part of a child's induction process, they will follow the EAL pathway which has been developed alongside The Research Development Team commissioned by The Bell Foundation (2016). This provides scales of proficiency to chart the progress of EAL pupils. This helps us as a school have a shared understanding of how their progress can be supported within the classroom and wider school community. The assessment focuses on four key areas of literacy, listening and understanding, speaking, reading, and writing. This initial assessment allows school staff to create a pupil profile using this information and the information obtained by the child's family/parents/ carers

Equality objective 5 – We aim to undertake an analysis of recruitment data and trends regarding race, gender, and disability report on staffing.

This will be achieved by:

- Develop robust workforce monitoring data across the 9 protected characteristics and other diversity groups.
- Conducting a diversity and inclusion review of the recruitment, retention, promotion, and progression HR functions and develop initiatives to tackle any barriers.
- Ensure staff receive diversity and inclusion training to include the Equality Act 2010, protected characteristics.
- Ensure staff have completed most recent Safer Recruitment training module.

Review date: January 2022
comments

Revised January 2022