

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:	November 2020	Author:	Head of School Business Partnering
Date of next review:	November 2021	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Isaac Newton 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: 49%

Female: 51%

Other/ Not Stated:

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP: 7%

	Total
White British	19
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	77
Gypsy / Roma	0
White and Black Caribbean	9
White and Black African	11
White and Asian	44
Any Other Mixed Background	193
Indian	453
Pakistani	523
Bangladeshi	343
Any Other Asian Background	81
Black Caribbean	19
Black – African	80

Chinese	3
Any Other Ethnic Group	67
Refused	25

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	404	438	842	48%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	185	200	385	22%
Number of pupils receiving the 16-19 Bursary (Post-16)	5	6	11	0.6%
Number of Looked After Children: 6				

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.

When recruiting and selecting workers and staff, we ensure our practices and systems are transparent, objective, thorough, consistent and in line with Ark Schools policies and guidance. We ensure those involved in the recruitment & selection process have access to appropriate training, and ensure at least one member of each panel has received Safer Recruitment training. We take account of issues relating to safeguarding children at every stage of the procedure, and avoid over-reliance on criminal background checks as a means of 'sifting' out candidates unsuited to working with children.

Gender (%)

Male: 29%

Female: 71%

Other/ Not Stated:

Disability

Number of staff identifying as disabled: 4

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.

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:

To be reviewed September 2021

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

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

Review date and comments:

To be reviewed September 2021

Equality Objective 3: 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 from the third sector to deliver workshops on areas such as self-confidence, resilience and mindfulness
- Ensuring tutors are well-trained to support pupils in this area

Review date and comments:

To be reviewed September 2021

Equality Objective 4: We aim to ensure pupils' religions are respected through food provision at the academy.

This will be achieved by:

- Ensuring that this is prioritised within the catering team
- Undertaking surveys with pupils on this area of school life
- Ensuring a range of options are available on school menus

Review date and comments:

To be reviewed September 2021

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

This will be achieved by:

- Full review of the process for mid-year joiners including literacy and numeracy tests
- Implementation of 'buddy system' to link new pupils to existing pupils for support

Further training for staff in supporting pupils with EAL

Review date and comments:

To be reviewed September 2021

Equality Objective 6: Promoting equality amongst staff members

This will be achieved by:

- Continual review of the recruitment process to ensure wherever possible staff representation is reflective of the community
- Regular review of the various teams and their makeup to ensure parity and equality in each
- High quality training for staff in regards diversity, inclusion and awareness of others
- Celebrating all religious festivals and events as appropriate

Review date and comments:

To be reviewed September 2021