



Equality Statement & Objective Statements

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 2022	Author:	Head of School Business Partnering
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:	Ark Pioneer Academy	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
<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: 65.23%

Female: 34.77%

Other/ Not Stated: 0%

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 11.54%

Ethnicity & Race

White British	17.11%
Any other White Background	6.26%
Black – African	5.70%
Indian	5.01%
White Eastern European	5.01%
Any Other Mixed Background/Other Mixed Background	4.03%
Iranian	3.89%
Afghan	3.76%
Black Caribbean	2.64%
Turkish	2.64%
White and Black African	2.64%
White and Asian	2.36%
Albanian	2.09%
White and Any Other Ethnic Group	2.09%
White and Black Caribbean	2.09%
Black - Somali	1.95%
Japanese	1.81%
Any Other Asian Background	1.67%
Black - Nigerian	1.53%
Chinese	1.53%
Any Other Ethnic Group/Other Ethnic Group	1.39%
Any Other Black Background/Other Black	1.25%
Hong Kong Chinese	1.25%
Pakistani	1.25%
White - English	1.25%
Greek Cypriot	1.11%
Arab Other	0.97%
Latin/South/Central American	0.97%
Asian and Any Other Ethnic Group	0.83%

Greek	0.83%
Black - Ghanaian	0.70%
White Western European	0.70%
Bangladeshi	0.56%
Filipino	0.56%
White and Any Other Asian Background	0.56%
White and Indian	0.56%
Black - Congolese	0.42%
Black and Any Other Ethnic Group	0.42%
Greek/Greek Cypriot	0.42%
Italian	0.42%
Kosovan	0.42%
Kurdish	0.42%
Portuguese	0.42%
White European	0.42%
White Irish	0.42%
White Other	0.42%
African Asian	0.28%
Asian and Chinese	0.28%
Black - Angolan	0.28%
Black - Sudanese	0.28%
Black European	0.28%
Moroccan	0.28%
Sri Lankan Other	0.28%
Turkish Cypriot	0.28%
Black - Sierra Leonean	0.14%
Chinese and Any Other Ethnic Group	0.14%
Egyptian	0.14%
Libyan	0.14%

Other Black African	0.14%
Serbian	0.14%
Sri Lankan Sinhalese	0.14%
Traveller of Irish Heritage	0.14%
Turkish/Turkish Cypriot	0.14%
Gypsy / Roma	0%
Refused	1.81%

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

Religion & Belief	%	Religion & Belief	Number
Christian	37.13%	Other	0.28%
Muslim	20.86%	No Religion	22.39%
Jewish	0.28%	Not stated	1.67%
Hindu	4.45%	Refused	8.07%
Sikh	0.56%		

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	153	72	225	31.29%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	189	92	281	39.08%
Number of pupils receiving the 16-19 Bursary (Post-16)	n/a	n/a	n/a	n/a
Number of Looked After Children: 0.003% We have 2 LAC in our school				

2. Our Equality Objectives

Objective	Action	Who	Timescale	Monitoring/ Review	Comments
Ensuring early stage EAL parents can engage with school offer and support their child with learning	<ul style="list-style-type: none"> Identify early stage EAL parents who benefit from further materials being translated for them (& languages needed) Support parents with translation of key Principal updates to ensure they receive key messages Use auto-translation feature on MS Teams broadcast to allow for Parent Webinars & signpost to parents that this is a feature Create a bank of translators within school/parent community to support us Use translators for parents meetings and Academic Review Days Ensure buddy system is used for pupils joining at start/mid-year with early stage EAL to support with community integration 	SLT & HoY	Oct 22	Principal	
		CCO	Oct 22	Principal / parent voice	
		CMC	Autumn term	Principal	
		ARY	Oct 22	JMC/DBU	
		SLT / HoY	Termly		
		JMC/DBU	Ongoing	Principal / SLT LM	
Ensure progress made by pupils with SEND including EHCP matches their peers	<ul style="list-style-type: none"> SNED needs & pupil passport strategies to be annotated on seating plans to ensure information to support is to hand for all teachers 'SEND Trails' taken up by all SLT to review progress of all SEND pupils on register across 3+ subject and meet with them one-to-one Rigorous audit of SEND provision annually with termly reviews on action to ensure provision for EHCP & SEND pupils is rigorous LGB visit 3 times a year focussed on SEND pupils including pupil groups, learning walks & meeting with SENCO/key subject leaders to review progress 	All teachers	Sept 22 & updated termly	SENCO / Middle leaders	
		SLT	Termly (3 trails per year)	Provision maps – SEND Trail documents	
		SENCO	Termly	Principal & LGB ink governor SEND Audit; Assessment Analysis	
		SENCO/Principal			
Ensure minority religions are respected & celebrated at our school	<ul style="list-style-type: none"> Create a display reflecting all religions in our school community including minority religions, shown on corridor in addition to RE teaching space/prayer room Publicise use of prayer room to pupils through 	LT RE	Dec 22	JCO - SLT LM	
			Nov 22 &	Principal	

	<p>pupil council</p> <ul style="list-style-type: none">• Build understanding and celebration of Hindu religion into Assembly cycle (link to history and RE curriculum)	<p>RBR</p> <p>VP V & C</p>	<p>termly</p> <p>By July 23</p>	<p>Learning Walks</p>	
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