



# Equality Objectives

## (Non-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:	October 2021	Author:	Head of People Operations
Date of next review:	October 2022	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Bentworth 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 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: 55%

Female: 45%

Other/ Not Stated: 0%

### Special Educational or Medical Needs and Disability

Pupils with SEND: 10%

Pupils with an EHCP (%): 3%

### Ethnicity & Race

	Total
Afghan	2
Any Other Asian Background	6
Any Other Black Background	10
Any Other Ethnic Group	6
Any Other Mixed Background	10
Arab Other	6
Bangladeshi	4
Black Caribbean	23
Black Somali	14
Egyptian	1
Information not yet obtained	10
Iranian	1
Italian	1
Kosovan	4
Malay	2
Other Asian	3
Other Black African	5
Other Ethnic Group	6
Other Mixed Background	1
Other White British	1
Pakistani	6

Portuguese	2
Refused	1
Turkish	1
White and Any Other Ethnic Group	2
White and Asian	1
White and Black African	6
White and Black Caribbean	11
White British	25
White Eastern European	3
White English	1
White Other	9

### Religion & Belief

Religion & Belief	%	Number
Muslim	46%	91
Christian	24%	48
No religion	9%	17
Other	1.5%	3
Buddhist	0.5%	1

### 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	40	39	79	39%
<b>Pupils from low-income backgrounds</b>				
Number of pupils eligible for Pupil Premium	44	39	98	56%
<b>Number of Looked After Children: 0</b>				

## 2. Our Equality Objectives

**Equality Objective 1:** Address any gaps in pupils' learning [*caused by the national lockdown*], particularly for the most disadvantaged pupils, and ensure systems are in place to keep the attainment gap closing. **Date set: AIP September 2020**

This will be achieved by:

- Rigorous formative and summative assessment to identify gaps.
- Close monitoring of pupil progress and thorough data analysis.
- Planning appropriate and timely academic interventions to meet needs.
- Deploying support staff effectively for interventions and in-class support.
- Monitoring interventions and providing support staff with training, coaching and feedback.
- Providing teachers training and co-planning to ensure support for pupils appropriate and meets needs.

### **Review date September 2021 and comments:**

This continues to be a priority for the school due to subsequent lockdowns last academic year. The attainment gap has narrowed between the first and second lockdown for disadvantaged pupils, however there continues to be a gap that is wider than pre-pandemic levels.

### **Review date September 2022 and comments:**