



## Equality Statement and Objectives Policy

### PURPOSE

Date of last review:	Summer 2019	Author:	Head of People Operations
Date of next review:	Summer 2020	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Alexandra	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. Mission Statement**

As an Ark academy, we share the Ark vision of creating first-class schools for local children that deliver high achievement for all their students.

All Ark schools prioritise six key principles:

- High expectations
- Exemplary behaviour
- Excellent teaching
- Depth before breadth
- More time for learning
- Knowing every child

## **2. Roles and responsibilities**

Claire Bessa, Vice Principal

Charlotte Fautley, SENCo

## **3. Our school and Equality Act 2010**

The Equality Act 2010 outlines the three aims of the general duty to have due regard for Equality, across all organisations:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specifically, due regard is to be given within organisational life in order to:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low.

We have a strong commitment to fairness and equality in everything that we do.

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the academy is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds

- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs

#### **4. The Public Sector Equality Duty**

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- A. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
- B. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- C. Foster good relations between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our school governors, and Ark trustees, have been briefed on their legal responsibilities under the Equality Act 2010, and have also been involved in supporting the school to meet its public sector equality duty.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour Policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying and prejudice
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.

- We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs.
- Our Complaints Policy sets out the procedures through which we deal with any complaints.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances

## 5. **Consultation and Engagement**

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

- Student council
- pupil survey
- feedback via inclusion lead
- curriculum overview
- staff survey
- feedback from staff (particularly with minority protected characteristics)
- feedback from inclusion lead]
- Parents evenings
- parent survey
- complaints handling
- contact with community groups

## 6. Relevant Policies

Student Policies	HR Policies	IT Policies
<ul style="list-style-type: none"> <li>• Relationships and Sex Education</li> <li>• Anti-bullying</li> <li>• Behaviour for learning</li> <li>• Attendance</li> <li>• Careers and Baker Clause</li> </ul>	<ul style="list-style-type: none"> <li>• Equal Opportunities &amp; Diversity</li> <li>• Allegation against member of staff</li> <li>• Recruitment &amp; selection</li> <li>• Managing personal relationships at work</li> <li>• Capability</li> </ul>	<input type="checkbox"/> Safety
<ul style="list-style-type: none"> <li><input type="checkbox"/> Charging Policy</li> <li><input type="checkbox"/> E-Safety</li> <li><input type="checkbox"/> Exams Policy</li> <li><input type="checkbox"/> Exclusion Policy</li> <li><input type="checkbox"/> First Aid in Schools</li> <li><input type="checkbox"/> Home School Agreement</li> <li><input type="checkbox"/> Marking and Assessment</li> <li><input type="checkbox"/> Pathways and Enrichment</li> <li><input type="checkbox"/> Pupil Premium</li> <li><input type="checkbox"/> Rewards and Sanction</li> <li><input type="checkbox"/> Safeguarding</li> <li><input type="checkbox"/> Supporting pupils with medical conditions</li> <li>Uniform</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grievance procedures</li> <li><input type="checkbox"/> Protection for harassment at work</li> <li><input type="checkbox"/> Staff discipline</li> <li><input type="checkbox"/> Staff induction</li> <li><input type="checkbox"/> Staff performance management</li> <li><input type="checkbox"/> Staff professional development</li> <li><input type="checkbox"/> Working beyond normal retirement age</li> <li>Complaints</li> <li><input type="checkbox"/> Data Protection and Freedom of Information Policy</li> <li>Health and Safety</li> <li><input type="checkbox"/> Recruitment and Appointment Policy</li> <li><input type="checkbox"/> Teaching and Learning</li> <li><input type="checkbox"/> Whistleblowing</li> </ul>	