



# Ark Globe Academy

## Public Sector Equality Statement

### Key Staff:

Matt Jones, Executive Principal: [M.Jones@arkglobe.org](mailto:M.Jones@arkglobe.org)

Una Sookun, Associate Principal: [U.Sookun@arkglobe.org](mailto:U.Sookun@arkglobe.org)

Sam Colburn, Primary Principal: [S.Colburn@arkglobe.org](mailto:S.Colburn@arkglobe.org)

Will Whitehouse, Assistant Principal Inclusion (SEND/CO): [W.Whitehouse@arkglobe.org](mailto:W.Whitehouse@arkglobe.org)

Sabir Yuksel, Human Resources Officer: [S.Yuksel@arkglobe.org](mailto:S.Yuksel@arkglobe.org)

*(Reviewed November 2021)*

### 1) Mission Statement

Our mission statement is: “Preparing students for university and to be leaders in their community.”

Our pledge is to create an outstanding academy which offers every student an excellent education.

- We will do whatever it takes to ensure every student succeeds
- We will neither accept nor make excuses for falling short of excellence
- We have high expectations of our students and staff and will uphold these every day

Our pledge is underpinned by our Culture Pyramid, which sets out our purpose - social justice; our beliefs of growth mindset and professionalism and our values of relationships, integrity and independence.

### 2) 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 that 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

### **3) 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

#### **4) Consultation and Engagement**

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can age 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:

- We have a wide range of leadership opportunities available to students. Student leaders represent the diversity of our intake. The Small School and Learning Family structure ensures all voices are heard and students' views are sought regularly on a wide range of issues. Our bespoke curriculum, which includes an extended Learning Family time from 3.15pm to 3.30pm each day, ensures all students receive personal, social and health education and their spiritual, moral, social and cultural development is well catered for. We hold regular events to celebrate our diverse and inclusive culture, which are led by our students that help inspire and promote cultural awareness and inclusive community values. Our staffing structure has an inclusive focus, with inclusion placed specifically on the remit of the Principal/Vice Principal and Assistant Principal. These senior leaders lead a team of staff responsible for students with SEND and EAL needs.

- We have a designated senior member of staff focused on staff wellbeing, and termly surveys are conducted amongst all staff to ascertain where further support is needed. This senior member of staff leads staff wellbeing initiatives, and has also been selected to contribute to a national study on staff wellbeing. All members of staff on appointment complete an Equal Opportunities Monitoring Form which enables us to track key staff groups effectively, and all staff has access to an onsite gym which allows their personal fitness and wellbeing to be paramount.
- We hold a Target Setting Day for all students and parents at the beginning of the Academic year, and further termly Student Performance Appraisal Days. We invite year 8 parents in once per year regarding their child’s curriculum option choices; parents can meet with key staff and have input into this decision. Parents complete a parent survey at Student Performance Appraisal Days and the results of this are scrutinised by the Academy Leadership Team (ALT). Year 6 parents and students benefit from a wide range of transition events throughout the Spring and Summer terms, as well as in the holiday. All key policies are displayed on our website including the Academy complaints policy, so parents are apprised of the key procedures.
- We hold regular community events at Globe that engage our whole community. Our annual summer fair, and termly Community Teas ensure we maintain links with core groups in our local community. We have a designated member of staff responsible for the marketing of the Academy in the community, who oversees our web and social media, as well as our local publicity.

**5) Relevant Policies:**

<b>Student Policies</b>	<b>HR Policies</b>	<b>IT Policies</b>
<ul style="list-style-type: none"> <li>• SEND</li> <li>• Teaching &amp; Learning Policy</li> <li>• Promoting student welfare &amp; child protection</li> <li>• Offsite activities &amp; education visits</li> <li>• Parental complaints</li> <li>• Anti-bullying</li> <li>• Behaviour for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Equal Opportunities &amp; Diversity</li> <li>• Safeguarding Policy including managing allegations against members of staff</li> <li>• Recruitment &amp; selection</li> <li>• Managing personal relationships at work</li> <li>• Dignity at Work Policy</li> <li>• Capability</li> <li>• Grievance procedures</li> <li>• Disciplinary Policy</li> <li>• Staff performance management</li> <li>• Whistle blowing policy</li> <li>• GDPR</li> </ul>	<ul style="list-style-type: none"> <li>• E-Safety</li> </ul>