



King's Group Academies

Equality Information and Objectives Policy

Date adopted: 4 December 2018 by KGA Trustees

Date of last review: 15 December 2020

Due for review: Biennially

Contents:

1. Legislation	Page 1
2. The Policy	Page 2
3. Our Ethos	Page 2
4. Addressing Prejudice Related Incidents	Page 2
5. Objectives	Page 3
6. Responsibility	Page 3
7. King's Group Academies Equality Objectives	Page 6
8. Management of Policy	Page 6

1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 King's Group Academies fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

- A protected characteristic under the act covers the groups listed below:
- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general guidelines.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our

focus for our equality objectives. The data will be assessed across our core provisions as an academy. This will include the following functions:

- A. Admissions;
- B. Attendance;
- C. Attainment;
- D. Exclusions; and
- E. Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above, however, where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. The Policy

2.1 King's Group Academies Equality Information and Objectives Policy draws together all previous equality legislation and details how King's Group Academies is fulfilling the requirements of the Act.

3. Our Ethos

This is a place where:

- learning is fun;
- students are prepared for their future;
- all efforts are acknowledged and celebrated;
- everyone is valued and respected as an individual;
- we will educate our students about equality and diversity and where we pledge to meet the needs of all our individuals;
- everyone is encouraged to be part of and contribute to the community;
- encourage everyone to make healthy life choices.

4. Addressing Prejudice Related Incidents

King's Group Academies is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately and report them to the Principal.

5. Objectives

5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are King's Group Academies current set of overriding objectives:

Objective Group	Objective
Student Achievement	All students are assessed, monitored and tracked through SIMS. Under-achievement is identified and appropriate intervention is applied. Students are able to participate in a full range of extra-curricular opportunities.
Behaviour and Safety	Students respect one another. Students feel safe and valued. Students, staff and parents/carers know that misconduct and gross misconduct will be challenged.
Teaching	We strive for all our students to experience consistently effective lessons.
Leadership and Management	The staff and Governing Body reflects the diversity of all KGA schools. No students (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all students, especially potentially vulnerable children. A nominated member of the SLT (Assistant Principal; Inclusion) is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.

5.2 **King's Group Academies will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan aimed at:**

- a) increasing the extent to which disabled students can participate in the curriculum;
- b) improving the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- c) improving the availability of accessible information to disabled students.

5.3 **Kings Group Academies leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for students with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.**

6. Responsibility

6.1 We believe that promoting equality is the whole academy's responsibility.

6.2 How will King's Group Academies eliminate discrimination and other conduct that is prohibited by the Act, advance equality of opportunity between people who share a protected characteristic and people who do not share it?

King's Group Academies will do this by measures that include:

- a) for students - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- b) for staff - implementation of policies on equal opportunities, recruitment and selection and pay;
- c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- d) employing specialist staff to support students with special needs or disabilities, and implementing the King's Group Academies Accessibility Plan;
- e) monitoring of welfare, with intervention and support where required;
- f) taking steps to meet the particular needs of students or staff that have a particular characteristic.

Academy Community	Responsibility
KAB Academy Governing Body	Involving and engaging the whole KGA community in identifying and understanding equality barriers and in the setting of objectives to address these.
Principal	As above including: Promoting key messages to staff, parents/carers and students about equality and what is expected of them and can be expected from KGA in carrying out its day to day duties. Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Leadership Team	To support the Principal as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for students. Uphold the commitment made to students and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support Staff	Support KGA and the school Governing Board in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the Principal on how students and parents/carers can be expected to be treated. Support colleagues within the KGA community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Parents/carers	Take an active part in identifying barriers KGA's community and in informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the academy to achieve the commitment given to KGA's community in tackling inequality and achieving equality of opportunity for all.
Students	Supporting King's Group Academies to achieve the commitment made to tackling inequality. Uphold the commitment made by the Principal on how students and parents/carers, staff and the wider community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the KGA's community and in informing the Governing Body of actions that can be taken to eradicate these Take an active role in supporting and challenging King's Group Academies to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

7. King's Group Academies Equality Objectives

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on students and staff with particular characteristics, King's Group Academies has established the following objectives for the period 2018-2020:

- a) to ensure there is no gender difference in attainment
- b) to encourage boys and girls to consider non-stereotyped career options.
- c) Ensure that all disadvantaged and vulnerable groups of students make "better than" progress in relation to their starting points so that attainment and progress gaps are significantly reduced.

8. Management of policy

The King's Group Academies Trustees has overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes. King's Group Academies policies will be reviewed regularly and will include an evaluation for impact on workload and working hours.