



## King's Academy College Park

### Equality Information and Objectives Policy

#### **Aims**

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

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

#### **Legislation and guidance**

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with our funding agreement and articles of association.

#### **Roles and responsibilities**

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.



### **Eliminating discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

### **Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

### **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and



economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

### **Equality objectives**

#### **Objective 1**

*Improve attainment in reading for our disadvantaged pupils.*

Why we have chosen this objective: We know that success in reading is implicit to ensuring better life chances and greater opportunities for later employment. Current data trends show that post-pandemic, some of our year groups have gaps of up to 40% between disadvantaged and non-disadvantaged pupils in reading.

To achieve this objective we plan to: Continue to develop our reading provision and have a focus on developing vocabulary of our pupils. A secure knowledge of vocabulary is crucial to achieving higher order comprehension skills (e.g. inference).

Progress we are making towards this objective: We have already created a 'reading diet' at KACP which has developing a love of reading at its core.



## Objective 2

*Reduce the percentage of disadvantaged pupils who are persistent absence.*

Why we have chosen this objective: Current data shows that there is a strong correlation between our PA pupils and their socio-economic status.

To achieve this objective we plan to: Explore ways of improving and celebrating attendance and ways of working with families to improve attendance.

Progress we are making towards this objective: We already have a secure attendance policy and have secured funding for a Gregg's breakfast club which targets disadvantaged pupils.

## Objective 3

*Develop an inclusive communication policy that meets the need of our changing demographic.*

Why we have chosen this objective: We have an increasing number of families who are new to country or non-native English speakers. We feel that we are not always meeting their needs through our communication channels due to language barriers. We want to celebrate the diversity in our community and ensure that everyone feels included.

To achieve this objective we plan to: Hold parent consultations to discuss current communication channels and work with EMAS to develop procedures to ensure communication is inclusive.

Progress we are making towards this objective: We have begun to streamline our communication but our next steps are to engage with parents.

## Monitoring arrangements

The headteacher will update the equality information we publish, at least every year.

This document will be reviewed by the governing body at least every 4 years.

This document will be approved by the governing body.

## Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment

June 2025



## Review of Objectives

Objective	Review 1st May 2024	Next Steps (RAG'd 11th June 2025)
<i>Improve attainment in reading for our disadvantaged pupils.</i>	<ul style="list-style-type: none"> <li>68% (44% disadvantaged) currently meeting the Reading ELG in Year R which is the same as the percentage of children meeting the ELG in Reading at the end of the year in 2023 (50% disadvantaged).</li> <li>Phonics scheme is embedded in the infant school and a recent visit from Springhill English hub said that the infant school had made significant progress in its use of interventions to support pupils.</li> <li>Phonics data is predicted at 72% compared to 64% in 2023.</li> <li>Reading data is predicted at 68% in KS1 compared to 39% in 2023.</li> <li>Reading data is predicted at 58% in KS2 which is 5% lower than in 2023.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure transition into KS2 is secure and phonics provision meets the needs of our most vulnerable pupils in Year 3.</li> <li>Review provision in KS2 and explore interventions which are targeted at improving reading outcomes for disadvantaged pupils.</li> <li>Improve reading outcomes at KS2 for 2025.</li> <li>Apply for support from Springhill English hub for the junior school.</li> </ul>
<i>Reduce the percentage of disadvantaged pupils who are persistently absent.</i>	<ul style="list-style-type: none"> <li>Greggs breakfast club has been set up in September 2023 which targets disadvantaged pupils.</li> <li>% of disadvantaged PA is currently 56.36% which is higher than in 2023 (49%).</li> <li>Data shows that infant school disadvantaged PA figures have reduced since September from 37.5% to 23.91%, but figures from the junior school have increased from 51.67% to 61.4%.</li> </ul>	<ul style="list-style-type: none"> <li>Review of pupils using the Gregg's breakfast club and consider which vulnerable pupils from the junior school could benefit.</li> <li>Review of junior disadvantaged PA pupils and current actions in place to support families.</li> <li>Consider the impact of FSM protected status on our data.</li> </ul>
<i>Develop an inclusive communication policy that meets the needs of our changing demographic.</i>	<ul style="list-style-type: none"> <li>We have appointed an Equality and Diversity lead in school and an EMAS lead using teachers who are on the upper pay scale.</li> <li>The school has a bank of resources from EMAS which teachers can access to communicate with parents.</li> <li>An EAL policy has been created which sets out how we will support pupils and their parents.</li> <li>We have a clear picture of how many EAL pupils are in the school and the different languages spoken (31 languages).</li> </ul>	<ul style="list-style-type: none"> <li>Reach out to EMAS for support with parent meetings.</li> <li>Explore how AI can be used to translate information for parents, in particular the weekly newsletter.</li> <li>Ensure that the school promotes its international dimension in practical ways that can ensure all families feel included.</li> <li>Share EAL policy with all staff and present to governors.</li> </ul>



## Review of Objectives

Objective	Review 11th June 2025	Next Steps
<i>Improve attainment in reading for our disadvantaged pupils.</i>	<p>2024 Final data showed that:</p> <ul style="list-style-type: none"> <li>79% pupils met the ELG in Word Reading (63% disadvantaged)</li> <li>81% pupils passed the PST in Year 1 (70% disadvantaged)</li> <li>72% pupils were judged as EXS+ in Reading at the end of KS1 (66% disadvantaged)</li> <li>68% pupils passed their KS2 SATS in Reading (50% disadvantaged).</li> </ul> <p>Current predictions for 2025:</p> <ul style="list-style-type: none"> <li>68% (36% disadvantaged) currently meeting the Reading ELG in Year R. The % of disadvantaged is lower than at the same point last year.</li> <li>Phonics data is predicted to be 78%, lower than last year. For disadvantaged pupils this is 65%.</li> <li>Reading data is predicted at 72% in KS1 for all pupils and 61% for disadvantaged pupils - broadly in line with last year.</li> <li>Reading data is predicted at 77% in KS2 for all pupils and 69% for disadvantaged pupils, an improvement on last year.</li> </ul>	<ul style="list-style-type: none"> <li>Review assessment processes and intervention rigour in EYFS and KS1 reading.</li> <li>Create clear progression from ELG Word Reading and Phonics Screening Test assessment points.</li> </ul>
<i>Reduce the percentage of disadvantaged pupils who are persistently absent.</i>	<ul style="list-style-type: none"> <li>Disadvantaged PA is currently 21.82% and Juniors is 17.86%. This shows a reduction for both schools from the previous review date.</li> <li>A number of family support plans (FSP) have been put in place to support vulnerable pupils.</li> <li>One pupil in the junior school has had intense involvement from outside agencies including early help (EH) and the mental health support team (MHST).</li> <li>Attendance issues are logged on My Concern and monitored closely by the attendance team.</li> </ul>	<ul style="list-style-type: none"> <li>Improve record keeping for school-level involvement of attendance based FSPs and evidence of impact.</li> <li>Review of pupils using Gregg's breakfast club and consider which vulnerable pupils could benefit.</li> </ul>
<i>Develop an inclusive communication policy that meets the needs</i>	<ul style="list-style-type: none"> <li>Teaching staff have had training from EMAS in how to support our most vulnerable pupils, including identification of first language with families who are new to the school.</li> </ul>	<ul style="list-style-type: none"> <li>Collect information from the current cohort to identify the reading language of families.</li> <li>Work with staff responsible for admissions to ensure</li> </ul>



<i>of our changing demographic.</i>	<ul style="list-style-type: none"><li>• EMAS have been used to support parent meetings with our most vulnerable pupils.</li><li>• Equality &amp; Diversity Lead role has been removed from UPR structure due to lack of effectiveness.</li></ul>	<p>the reading language of parents is collected and recorded.</p> <ul style="list-style-type: none"><li>• Create a clear system for providing adapted information for families.</li><li>• Continue to work with EMAS Lead to action points from EMAS training and to strengthen our understanding of the needs of our community.</li></ul>
-------------------------------------	--	--

