Equality Objectives

Review date: February 2021

Responsible Person:	Ms Anne Sturman
This is sometimes referred to as:	Equality Policy
It is related to the following:	Accessibility Plan Recruitment Policy Admissions Policy Anti-Bullying Policy Pupil Premium Policy Pupil Premium Statement
Last review: February 2020	**Next Review: February 2021**

	Who	How	When
Ratified	AS	Review of document	28.02.20
Monitoring	MW	Ongoing monitoring	Ongoing
Evaluation	JMC	Governor visits	Ongoing

There are a number of statutory duties that must be met by every Academy in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Act (2010).

Kennington Park Academy is committed to meeting its public sector duties and acknowledges that we have a statutory duty to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our Academy and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

The Leadership Team and Governors at Kennington Park Academy regularly review the progress we are making to meet our equality objectives with regard to the protected groups (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation) under the Equality Act (2010).

Characteristics of Kennington Park Academy
(This information is to be considered when formulating our equality targets)

1. **Size:** Expanding (due to the mobility of our cohort)
2. **Profile of community:**
   - Free Schools Meals
   - Minority groups
   - Pupil Premium funding
   - Service families
   - Variety of SEN Needs (SEMH, ADHD, ASD and other conduct disorders)
   - EAL
   - CLA
   - CLICC (Children Living in Challenging Circumstances)
   - Family profiles
   - Attendance
   - Expected levels of attainment

3. **Supporting and related documents:**
   - Accessibility Plan

Equality Objectives

1. To ensure all groups have equal opportunities		
Objective	**Success Criteria**	**Monitoring and evaluation**
1. To promote the involvement of all groups of pupils in the life of the Academy, including leadership opportunities, especially pupils with special educational needs ('life' of the Academy means the every-day life of the Academy ie the operational running)	1. All groups will participate in the following: • Academy council • Recruitment • Daily briefing/De-Briefs 2. There is a culture of engagement in the Academy with pupils in the organisational operation of the school through student council.	Currently in Place: School Council Home School Communications, Participation in Borough Wide initiatives.
1. To challenge Gender Stereotypes and to support girls who are a significant minority (usually between 2% and 8% of the school population).	1. All students and staff are aware of the gender stereotypes and historic gender inequality 2. All promote a culture of equal opportunities and challenge gender stereotypes.	Daily reinforcement of principles of equality, Challenging discriminatory language, PSHE Curriculum, Challenging assemblies.

2. Eliminate unlawful discrimination, harassment and victimisation		
Objective	**Success Criteria**	**Monitoring and evaluation**
1. The needs of users are taken into account when developing policies and procedures.	Reflected in all Academy Policies including Staff policies such as Recruitment, and Sickness Absence.	Policies and Procedures are reviewed at whole staff meetings. HSE stress survey undertaken bi-annually
2. Review and update the Academy Behaviour and Anti-Bullying Policies.	1. Review of Academy Behaviour and Anti-Bullying Policies completed to include pupil and parent voice 2. New Policies disseminated	Policies are reviewed at a whole staff meeting and presented to Academy Council.

3. Advance Equality of Opportunities - outcomes		
Objective	**Success Criteria**	**Monitoring and evaluation**
1. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-Academy meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.	All pupils will be making progress at expected levels for their ages and ability levels (bearing in mind their attainment at entry and the specific difficulties of individual students).	Pupil Progress Meetings are held to discuss the attainment of every child. Go4Schoos data analysed.
2. Robust systems for monitoring pupil progress in place and monitored regularly.	1. Robust system in place with reports of group achievement available to contrast with non-group 2. Identify groups and individuals at risk of underachievement and plan intervention. 3. Regular professional analysis and action 4. Regular governor monitoring and action	Pupil Progress meetings, Termly tracking reports, Book scrutinies. Go4Schools data analysis

4.	Encourage Good Relations Between People	
Objective	**Success Criteria**	**Monitoring and evaluation**
1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our Academy community.	1. Assembly planning demonstrates a proactive approach to this by: • Assemblies planned to promote understanding • RE curriculum in place and monitored for effectiveness • Reference wall in place in the hall	Humanities curriculum including R.E. Curriculum in place. Regular assemblies from Spinnaker Trust. Religious and culturally varied themed assemblies are a regular occurrence.
2. To reduce the incidence of the use of homophobic, sexist and racist language by Academy community	No incidents of homophobic, sexist and racist language by Academy community	Occurrence of homophobic, sexist and racist language is recorded and steps are taken to try to prevent reoccurrence.
3. To further parental voice in the Academy	Opportunities for parents to feed into Academy work	Home School Book entries, Questionnaires at Support Plan Meetings, Homework notes, regular face to face contact with all parents who bring and collect children.

5.	Advance equal opportunities – physical access		
Objective		**Success Criteria**	**Monitoring and evaluation**
1. To further improve accessibility across the Academy for students, staff and visitors with disabilities, including access to specialist teaching areas.		1. Accessibility plan in place	Through review of Accessibility Policy

Anne Sturman

February 2020