

THE KING'S ACADEMY

Emmanuel Schools Foundation

Equality Objectives, 2019-20

The King's Academy welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations among all members of the Foundation's community including persons who share relevant protected characteristics and persons who do not.

The King's Academy recognises the need to guard against all kinds of direct and indirect discrimination. It also recognises the need to be pro-active in articulating equality objectives for the students in the Academy's care, alongside key measures of success and how these objectives are to be achieved.

The King's Academy also recognises the need to have equality objectives that:

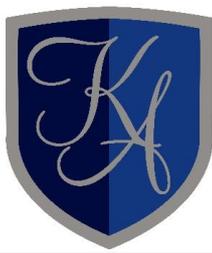
- eliminate discrimination, harassment, victimisation and any other prohibited conduct and/or;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and/or;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The following equality objectives take into account the specific context and circumstances of The King's Academy, recognising that this context is different from other ESF schools, and also ensuring that the objectives meet the following principles as articulated in the ESF Equalities Policy:

- We see all learners and potential learners, and their parents and carers, as of equal value, whether or not they have a protected characteristic.
- We will recognise and respect diversity.
- We will foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- We aim to reduce and remove inequalities and barriers that may already exist
- We expect to provide all students with the opportunity to achieve their full potential and be motivated to succeed, secure in the knowledge of their own worth.
- We expect students and staff to treat each other with respect and dignity at all times.
- We recognise the need to prepare our students for life in a diverse society where they exercise respect and understanding towards everyone.

All equality objectives will be reviewed at the end of the academic year 2021 to gauge how far they have been met and what more, if anything, needs to be done to meet and consolidate these objectives.

	Equality Objective	How the Academy will achieve and measure this
1	To support all groups of students in increasing their levels of attendance at the Academy, particularly those groups who are most vulnerable and with the lowest attendance- disadvantaged, EAL, SEN support and LAC students. This will advance equality of opportunity by aiming to remove barriers that exist in terms of accessing education.	The attendance data will be reviewed and recreated in a way that is 'fitter for purpose'. These dashboards will be produced fortnightly and strategies discussed with relevant members of the pastoral team to address recurring themes and individuals. Building a coherent attendance strategy based around the roles of key personnel, the Academy will ensure suitable intervention is in place to support improvement in attendance.



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		2018-19	2019-20	2020-21
		Disadvantaged -4.2% EAL -2.7% SEN support -2.2% LAC students -1.5%		
2	To ensure that all SEND students, particularly HLN students and those in the lowest sets in the mainstream groupings, have access to the most appropriate and suitable curriculum for their needs.	<p>Training will be put in place for all HLN teachers; this will include collaboration with Special Schools regarding assessment and curriculum planning for the changing HLN cohort. A curriculum audit will enable Heads of Dept and HLN teachers to adapt and improve their curriculum plans in time for the new academic year, September 2020.</p> <p>Accessibility of the new curriculum will be judged by the SENCo to ensure appropriateness. The final measure will be in outcomes.</p>		
3	To establish a representative student democratic group in some form, preferably encompassing separate Key Stage 3, Key Stage 4 and post-16 students in order to enable all to have their voices heard on a range of relevant issues. This may include practical difficulties around the nature of the Academy, or student experiences that could be developed further.	<p>The Director of Ethos, along with the Heads of Key Stage, will develop and implement a strategy to elect representative groups of students who are enabled to contribute their perspective, and that of their friends, regarding the nature of provision within the Academy. This will also provide opportunities to foster positive attitudes and relationships, and create a greater sense of cohesion and belonging. There will also be an increased ability to eliminate discrimination and harassment as students are more empowered to speak up on others' behalf. Creating the right ethos of respect and dignity will be key to the success of these groups.</p>		
4	To review and fully integrate RSE, Personal Development and British Values across the curriculum to promote understanding and tolerance between different viewpoints on various issues, recognising a diverse student body and community including students with protected characteristics. A key aspect of this will be to investigate ways of assessing student understanding of the curriculum and making wider links between facets of the curriculum. As part of this, the Academy will also re-examine current e-safety provision to assess whether more needs to be done.	<p>The Academy will review the provision of RSE, Personal Development and British Values within the current schemes of work and produce a curriculum map that aligns with our Christian ethos for full implementation in 2020-21. In collaboration with other ESF schools, TKA will build on current practice to ensure that the law is adhered to, that students receive the guidance that they need and that students are prepared for life in a diverse society. A significant part of this will be the introduction of the new Respect Me programme, alongside the gathering of feedback via surveys to ensure that it is 'working' and fit for purpose.</p>		