



**Kingfisher**  
CE ACADEMY

# Kingfisher CE Academy

## Equality Objectives

(Policy to be reviewed – Sept 2027)

### TPAT Guidance Management

Document history

| <b>Review date</b> | <b>Version</b> | <b>Reviewer / owner</b><br>(post holder) | <b>Executive approval</b> | <b>Approving body</b>      | <b>Meeting date of policy approval</b> |
|--------------------|----------------|--|---------------------------|----------------------------|--|
| September 2027     | <b>1</b>       | <b>Sharon Bishop</b>                     | dd/mm/yyyy                | <b>Trust Interim Board</b> | 02/10/2024                             |

Material changes since last publication

| <b>Section</b> | <b>Changes</b> |
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## Introduction

Kingfisher Academy is committed to securing the best for and from its pupils by shaping, guiding and developing the children and giving them every opportunity to achieve and be the best that they can be. We actively encourage the involvement of parents/carers and the community in building strong partnerships. As a growing school we all know and care for each other; we are a school at the centre of its community. We all take pride in our achievements and we are proud of our school. We are a school striving for exceptional teaching and learning through a rich and motivating curriculum. Through our core values of Hope, Wisdom, Resilience, Service we aim for all members of our school community to:

- value effort as well as achievement
- have a lifelong love of learning
- feel safe
- encourage independence as well as collaboration
- be curious and active learners
- be confident enough to take risks and learn from mistakes
- care about where we live and the people that live there
- be polite and respect others' values and beliefs
- provide equal opportunities for everyone regardless of ability

2. Equality Information and Scope Please refer to The Park Academies Trust Equality Policy & Objectives which sets out the legislation and guidance, roles and responsibilities and how we eliminate discrimination and advance equality of opportunity for all the schools with the Trust. The policy also sets out how we foster good relationships and consider equality within decision-making.

## 3. Equality Objectives

All staff across the Trust are expected to work to achieve the equality objectives.

The Head will, for their school, promote knowledge and understanding of the equality objectives amongst staff and pupils, and monitor success in achieving the objectives and report back to the Local Advisory Board.

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| Objective 1 | Monitor and evaluate attainment levels and participation of all groups and continually consider how well the school ensures equality of opportunity for all its pupils. | <p>To achieve this objective we plan to:</p> <ul style="list-style-type: none"> <li>• Complete pupil progress meetings three times per year to analyse progress and attainment by groups.</li> <li>• Attendance data is monitored Termly and participation in clubs is monitored and analysed termly.</li> <li>• Adaptations are made to Teaching and Learning to ensure progress of all regardless of starting point.</li> </ul> |
|             |   | <b>Progress we are making towards this objective:</b>   |

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|             |   | <p>The first round of Progress Meetings has been held. The data has been analysed and actions to support gaps or where data identifies an area of development have been planned for. Support in Phonics is being supported by ST. English Writing support is being given by SB in Y2 and Y3.</p> <p><b>25-26:</b><br/>Pupil Progress Meetings are part of a cycle of robust assessment analysis. It supports the use of data to identify areas of strength or development, focusing on vulnerable groups as identified by the school. This includes, disadvantaged, EAL and SEND. The data is then used to strategically identify and implement support, intervention, and review of policy and process.</p> <p>Attendance is analysed termly and persistent absence is addressed consistently through communication with parents including letters, meetings, home visits and fines where appropriate.</p> <p>Training for staff has been completed to include supporting children with Autism, PINS training to support children with neurodiversity, WalkThru coaching to support teachers understanding pedagogy and cognitive load.</p> |
| Objective 2 | Undertake an analysis of recruitment data and trends in regard to race, gender and disability by July, and report on this to the LAB                            | <p>To achieve this objective we plan to:</p> <ul style="list-style-type: none"> <li>• Treat all applications equally.</li> <li>• Ensure adverts are appealing to all demographics.</li> <li>• Ensure all demographics feel represented at our school.</li> <li>• Ensure a sense of belonging for all potential candidates.</li> </ul> <p><b>Progress we are making towards this objective:</b><br/>Recruitment so far this year, applications have all been treated equally. We have had no male candidates apply for any posts so far this year.</p> <p><b>25-26:</b><br/>Staff appointments have treated equally, we have had a broad demographic apply. Successful appointments have included Neurodiverse, physically disability and race. We continue to be a female dominated workforce and we need to work being appealing to all genders.</p>  |
| Objective 3 | Continue to make the schools inclusive environments, where all pupils and staff are welcomed and valued irrespective of age, gender, race, religion, sexuality, | <p>To achieve this objective, we plan to:</p> <ul style="list-style-type: none"> <li>• Live by our values in all aspects of school life.</li> <li>• Allow for flexible working where appropriate.</li> <li>• Ensure Staff voice is collected and acted on.</li> </ul>  |

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|                    | <p>disability, ethnicity or background and to have in place a reasonable adjustment agreement for all staff with disabilities, to meet their needs better and make sure that any disadvantages they experience are addressed</p>             | <ul style="list-style-type: none"> <li>• Make sure staff are aware of policies that would support them.</li> <li>• To ensure all stakeholders see themselves represented in the school and feel a sense of belonging.</li> </ul> <p><b>Progress we are making towards this objective:</b><br/> New appointments and existing appointments that have requested reasonable adjustments or flexible working has all been agreed this year.<br/> Small changes to hours or additional equipment to support staff that need adjustments has all been put in place.<br/> <b>25-26:</b><br/> As an employer we continue to respond to the needs of the team, flexible working, reasonable adjustments to support short term arrangements for balance home and work life.<br/> School values are important to all staff (this is evidenced in staff surveys and questionnaires) Staff can articulate how we all live by our school values. Retention of staff, supports the culture of teamwork and belonging. We have a diverse team who come together to support our children and adults to flourish.</p> |
| <p>Objective 4</p> | <p>Ensure the representation of staff from black and minority ethnic communities as well as those with disabilities. Ensure the interview and appointment process protects against any discrimination against protected characteristics.</p> | <p>To achieve this objective we plan to:</p> <ul style="list-style-type: none"> <li>• Ensure all adverts are appealing to all demographics.</li> <li>• School Tours highlight our school diversity.</li> <li>• Potential candidates have a sense of belonging when touring our school or website.</li> </ul> <p><b>Progress we are making towards this objective:</b><br/> <b>25-26:</b><br/> 20% of the school team are from a background other than white British. We continue to ensure the interview process protects against discrimination. 20% of staff have health or disability that requires some working adjustments.</p>  |
| <p>Objective 5</p> | <p>Train all members of staff and volunteers involved in recruitment and selection on equal opportunities and non-discrimination</p>   | <p>To achieve this objective we plan to:</p> <ul style="list-style-type: none"> <li>• Trained in courses such as 'being Luminary'</li> <li>• Staff training on Equalities Act.</li> <li>• Staff Training on fair recruitment.</li> <li>• All staff understand the 9 protected characteristics.</li> </ul>   |

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|             |   | <p><b>Progress we are making towards this objective: 25-26:</b><br/> All staff have read the equalities plan and targets.<br/> All staff have completed Equalities training.<br/> Teaching staff have completed unconscious bias and overcoming bias training by the national college.</p>   |
| Objective 6 | <p>Include the 'Two Ticks' positive about people with disabilities symbol on all job adverts, application forms and information, to help address the under representation of people with disabilities in the school workforce</p> <p>Offer priority interviews for candidates with disabilities who meet the selection criteria, and ask if they require any reasonable adjustments for the interview</p> | <p>To achieve this objective we plan to:</p> <ul style="list-style-type: none"> <li>• Ensure staff involved in recruitment know and understand the two ticks system.</li> <li>• Implement system where appropriate to do so.</li> <li>• Contacting candidates before interview to ensure we meet needs at interview.</li> <li>• Ensure candidates have a sense of belonging when touring the school or website.</li> </ul> <p><b>Progress we are making towards this objective: 25-26:</b><br/> Staff demographic has become more diverse with recruitment including staff disability.</p> |