



Equality Objectives

Delegation:

The Board of Trustees has delegated the responsibility of ratifying this policy to the Headteacher as acknowledged within the BCT scheme of delegation.

Current revision: 28/03/2018

*Date for further revision: 28/03/2019

Reviewer: Kevin Oakley (Headteacher)



(Headteacher)

28.03.2018

(Date)

1. Aims

Phoenix Infant Academy aims to meet its obligations under the public sector equality duty 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

2. 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 Baylis Court Trust's funding agreement and articles of association.

3. Roles and responsibilities

The School Governance committee 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, and that they are reviewed and updated at least once every four years
- The Board of Trustees delegate the responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher, Mr Oakley.

The equality link governor is Carol Pearce. She will:

- Meet with Francine Howard, the designated member of staff for equality annually and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Headteacher will:

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

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor annually to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

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

4. 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 briefing meetings and phase meeting. Where this has been discussed during a meeting it is recorded in the meeting minutes.

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.

5. 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 which 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 individuals to express their faith)
- 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 opportunities and activities)

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 above data 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

6. Fostering good relations

Phoenix Infant Academy 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

7. 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

8. Equality objectives

***Objective 1:** Undertake an analysis of attendance in extra-curricular activities recruitment data and trends with regard to race, gender, disadvantage and disability by July, reporting findings to the SGC with actions on how to increase attendance of underrepresented groups.*

Why we have chosen this objective: Provision has been devised on accessible opportunities but to staff are reporting that potentially groups are under-represented.

To achieve this objective we plan to: Analysis of attendance by groups currently (Sum18), Survey of interests/need collated, followed by targeted options of provision to increase equality of opportunity by all for Aut18 onwards, then review on a termly basis. School council consulted and involved in the process.

Objective 2: Ensure that all staff are fully aware of their duties to ensure Equality for all, so that they can have equality at the forefront of all situations and opportunities for the pupils

Why we have chosen this objective: Due to the fluctuations and mobility of the transient staff while the school was in special measure all staff up until very recently, Equalities has not been high on the agenda and the, now stable staff recognize the importance of this in our very inclusive school that celebrates diversity in individuality. As such, to ensure that they are all very clear on the policy and putting it into practice, whole staff training is vital.

To achieve this objective we plan to: Provide training for all groups and interweave equalities in all decisions ranging from lunchtimes and play to planning and Education visits

Objective 3: Increase the children's understanding of Autism and valuing hidden differenced

Why we have chosen this objective: With a Resource Base designated to Autism and Complex needs, combined with the local and national trend of increased Autism, there is an ongoing need to support our young children to value the diversity of children and see the strengths of children with specific needs

To achieve this objective we plan to: Procure and utilize Woodfer's World resources and the interwoven character traits of the 'Phoenix HEROIC values' to enable children to celebrate diversity both visible and not. Reducing the risk of bullying and isolation.

9. Monitoring arrangements

The School Governance Committee will update the equality information we publish, at least every year.

This document will be reviewed by the Headteacher annually.

This document will be approved by Headteacher in line with the BCT Scheme of Delegation.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- Supporting pupils with medical conditions
- Supporting pupils with Medication
- H and S / Educational Visits Policy