



Phoenix Infant Academy  
Together We Soar

Name of Policy	Equality Information and Objectives Policy
Scope of Policy	All students, members of staff, parents and visitors at Phoenix Infant Academy
Approved by	Principal
Date of Approval	March 2025
Review period	One Year
Review Date	March 2026

GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

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### 1. Aims

Our school 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 our funding agreement and articles of association.

### 3. Roles and responsibilities

The board of trustees 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 Principal
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the board of trustees regarding any issues

The Principal will:

- Promote knowledge and understanding of the equality objectives amongst 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.

#### **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 Trustees 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 year.

The school has a designated member of staff for monitoring equality issues, and an equality link Trustee. 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 Muslim pupils/staff 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 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
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

#### **6. 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

## 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 (Updated every four years. Next update: March 2025)

### Objective 1

**Ensure that the school promotes role models and heroes that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability etc:**

Why we have chosen this objective:

To ensure that children and staff have role models with whom they can positively identify with and enable them to feel safe, respected, valued, and therefore are able to thrive and achieve.

To achieve this objective we plan to:

- Consider opportunities to promote diversity through all aspects of the curriculum, e.g. resourcing, study of historical figures etc
- Promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity
- Ensure the school calendar and displays reflects opportunities to reflect and remember the importance of diversity, e.g. Black History Month, LGBT History Month, International Women's Day etc
- Utilise collective worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups

Progress we are making towards this objective:

Pupils have the opportunity to learn about, experience and understand different cultures through sharing special events (e.g. celebrating UN day). Greater understanding and respect for difference. The school ethos and curriculum promotes respect for the differences of the school community. The curriculum is regularly reviewed to ensure role models are included that meet this objective – e.g. Rosa Parks and Malala Yousafzai within the Y2 History curriculum, Nadia Shireen (Y2 focus author), Smriti Halls (Reception focus author).

### Objective 2

**To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.**

Why we have chosen this objective:

To ensure all children and parents are able to access activities that take place throughout the school

To achieve this objective we plan to:

- Monitor engagement of uptake at any extra-curricular activities or enrichment provision to ensure these opportunities are accessible to all
- Monitor engagement with school learning platforms, including Dojo and LwP to ensure these are accessible to all

Progress we are making towards this objective:

An increase in parental engagement through Dojo app (introduced during Lockdown April 2020, and as a result, rolled out to Reception parents in November 2021 due to increase in engagement with KS1).

Parents are invited to events such as Stay and Play sessions and have opportunities to volunteer as Parent Helpers on school trips. Parent baby and toddler group introduced in Spring 2024 to promote engagement from vulnerable parents and start engagement early.

All pupils have fair opportunity to enjoy, achieve and make a contribution to the school community.

### **Objective 3**

**To continue to promote understanding and respect for diversity.**

Why we have chosen this objective:

Our pupils come from an extensive range of cultures and heritages. We wish for our pupils to be proud of their identities and understand that they are part of a multi-faith society. We want children to celebrate diversity and be tolerant to other religions, cultures and groups of people within society.

To achieve this objective we plan to:

- Ensure school policies and procedures promote equality of opportunity
- Ensure all staff are aware of our responsibility with regards to the equality act
- Ensure our school curriculum promotes diversity and tolerance of all groups.
- To continue with our teaching of RE and Heroic Values each term (which incorporate British Values).
- To facilitate the introduction to, and understanding of, other religions and cultures by our children.

Progress we are making towards this objective:

Pupils have the opportunity to learn about, experience and understand different cultures and diversity through sharing special events, the school curriculum, collective worship and the school values.

Greater understanding and respect for difference. The school ethos and curriculum promotes respect for the differences of the school community.

PSHE lessons (Jigsaw) improves children's coping skills, social skills, emotional literacy and awareness of others.

Zones of Regulation was introduced across the school from September 2022 to develop children's emotional literacy.

### **Objective 4**

**To raise the awareness and skills of staff to promote fairness, equality and good relations in the context of their role.**

Why we have chosen this objective:

To ensure all staff have knowledge and understanding of equality and are empowered to effectively promote equality through their role.

To achieve this objective we plan to:

- Complete school self-assessment, including staff assessment to provide 360 degree view of the school equality and inclusion status
- Provide Staff CPD

Progress we are making towards this objective:

Staff feedback has demonstrated that they are aware of their responsibilities. Staff discussions have taken place in meetings to review current arrangements (e.g. role models within the curriculum) and have led to changes in provision.

## **9. Monitoring arrangements**

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

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

This document will be approved by the Principal.

## **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
- Special Educational Needs Policy and Information Report