



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 2026
Review period	One Year
Review Date	March 2027

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 2030)

### Objective 1

**Continue to 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
- Utilise pupil leadership groups (e.g. Rights Respecting School Ambassadors) to evaluate and further refine and develop diversity

Progress we are making towards this objective (to be added at the next review in 2027).

### Objective 2

**To promote equal access to all areas of learning and play, actively challenging gender stereotypes in early childhood.**

Why we have chosen this objective:

Research shows that children absorb rigid ideas about what "boys do" and "girls do" by age 5. We know that within our school community there persists a belief within a significant minority that certain activities are more for one gender than another. This is something we believe needs actively challenging and ensuring a focus on widening opportunities where such stereotypes persist.

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 and targeting key groups/implementing interventions if they are.
- Monitoring the use of outdoor and indoor play spaces (e.g., ensuring the construction area or football zone isn't dominated by one gender) and implementing interventions if they are.
- Using gender-neutral language across the school (e.g., avoiding "good boys and girls" or "manpower" and using "internal terminology" like "sensory room" instead of gendered groupings).
- Introducing stories and visitors that counter stereotypes (e.g., male nurses, female firefighters).

Progress we are making towards this objective (to be added at the next review in 2027).

### Objective 3

**To eliminate barriers to participation by embedding adaptive teaching and inclusive peer structures, ensuring children with SEND fully access and contribute to all shared classroom activities**

Why we have chosen this objective:

We have selected this objective to ensure that our commitment to inclusion translates into daily, high-quality classroom practice. In early childhood, a sense of belonging and academic confidence are deeply intertwined. By focusing on adaptive teaching and peer relationships, we ensure that children with SEND are not merely integrated into our building, but are active, valued contributors to our learning community. This directly supports our school mission to foster empathy, eliminate early equity gaps, and maintain high aspirations for every child.

To achieve this objective we plan to:

- Continue to upskill and train all staff with regards to SEND, with a particular focus on Autism, ADHD, Communication and Language, Makaton and Adaptations
- Continue to develop school wide communication tools, such as Makaton and visuals, so these are normalized within the classroom and consistent between classrooms/year groups
- Ensure classrooms have areas to support children with self-regulation (e.g. zones of regulation areas, sensory area etc).
- Use inclusive literature to explore differences in a positive, age-appropriate way, helping infants understand that everyone learns and plays differently, and that all ways are valued.
- To facilitate the introduction to, and understanding of, neurodiversity by our children.

Progress we are making towards this objective (to be added at the next review in 2027).

### Objective 4

**To embed the UNCRC rights-respecting framework into staff practice, equipping 100% of teachers and support staff with the skills to actively promote equity, voice, and positive relationships across all infant classrooms.**

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. We started on our RRSA journey in 25-26 and now are working on embedding this practice.

To achieve this objective we plan to:

- Deliver targeted CPD on the UNCRC framework, specifically focusing on Article 12 (the right to be heard) and Article 28/29 (the right to an education that develops a child's personality and talents).
- Train staff on "Equity vs. Equality" so all teachers and TAs confidently understand that allocating resources, time, or sensory breaks differently to different children is fair and necessary.
- Conduct staff CPD on recognizing and countering implicit bias in early childhood, ensuring school layouts, rewards, and behavioral expectations do not inadvertently disadvantage any group.
- Upskill lunchtime and playground staff (SMSAs) in rights-respecting restorative justice techniques, giving them the skills to help infants resolve conflicts fairly by discussing their rights and feelings.

- Embed global citizenship and human rights themes directly into the Key Stage 1 PSHE and geography curriculum,

using age-appropriate storytelling to explore fairness and global communities.

Progress we are making towards this objective (to be added at the next review in 2027).

## **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