

# The Phoenix Collegiate



## Equality Information and Objectives Policy

Issued by/responsible person: Raun Jones	Issue No: 1	Review frequency: every 4 years
Policy number <i>(to be provided by C. Motard)</i> : S20	Approval's date: 30/11/2017	Review Date: November 2021
Approval requirement agreed at FGB on 13/11/17: this policy needs to be approved by Head teacher		

## 1. Legislation

1.1 The Equality Act 2010 ("the Act") provides a modern, single legal framework with three broad duties:

- Eliminate discrimination;
- Advance equality of opportunity; and
- Foster good relations.

1.2 Phoenix fully understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age;
- Disability;
- Race, colour, nationality, ethnic or national origin;
- Sex (including transgender);
- Gender reassignment;
- Maternity and pregnancy;
- Religion and belief;
- Sexual orientation; and
- Marriage and civil partnership (for employees).

1.3 In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties.

These are to:

- Publish equality information – to demonstrate compliance with the general duty across its functions - We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives - to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:
  - Admissions;
  - Attendance;
  - Attainment;
  - Exclusions; and
  - Prejudice related incidents.

1.4 Our objectives will detail how we will ensure equality is applied to the services listed above however; where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

## 2. The Policy

- 2.1 The School's Equality Information and Objectives Policy draws together all previous equality legislation and details how the school is fulfilling the requirements of the Act.

## 3. Our Ethos

- 3.1 A school where everyone **aspires** to turn dreams into reality; **believes** that there is no limit on what can be achieved and **succeeds** through passion, commitment and determination.  
All students are prepared for life after school in a happy, safe and caring environment, where every day makes a difference.

## 4. Addressing Prejudice Related Incidents

- 4.1 The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our students and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.
- 4.2 The school recognises prejudice is not always active but can also be passive and can be perceived or real barriers for people trying to interact and succeed. We aim to challenge any prejudice and barriers be they active or passive. To this end we encourage every part of the school community to be vigilant and report any examples.

## 5. Objectives

- 5.1 In achieving compliancy with the Act, objectives are set annually. Detailed below are the school's current set of overriding objectives.

Objective Group	Objective
Student Achievement	<ul style="list-style-type: none"><li><input type="checkbox"/> All students are assessed, monitored and tracked through SIMs.</li><li><input type="checkbox"/> Under-achievement is identified and appropriate intervention is applied.</li><li><input type="checkbox"/> All students are able to participate in a full range of extra-curricular opportunities.</li></ul>
Behaviour and Safety	<ul style="list-style-type: none"><li><input type="checkbox"/> All students respect one another.</li><li><input type="checkbox"/> All students feel safe and valued.</li><li><input type="checkbox"/> All students, staff and parents know that misconduct and gross misconduct will be challenged.</li></ul>
Teaching	<ul style="list-style-type: none"><li><input type="checkbox"/> All students experience 100% 'good or better' lessons.</li></ul>

<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>❑ The staff and governing body reflects the diversity of the Phoenix community.</li> <li>❑ No students (or their families) are disadvantaged academically, socially or emotionally. All staff are mindful of the academic and social needs of all children, especially potentially vulnerable children.</li> <li>❑ A nominated member of the SLT is responsible for the collection, analysis and publication of equality data including the recording of prejudice-related incidents.</li> </ul>
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5.2 The school will make reasonable adjustments to meet the needs of disabled students and implement an accessibility plan aimed at:

- (a) increasing the extent to which disabled students can participate in the curriculum;
- (b) improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- (c) improving the availability of accessible information to disabled students.

5.3 The school's leaders accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for students with particular protected characteristics. They will consider equality implications before and at the time that they develop policy and take decisions.

## **6. Responsibility**

6.1 We believe that promoting equality is the whole school's responsibility.

6.2 The school aims to eliminate discrimination and other conduct that is prohibited by the Act and advance equality of opportunity between people who share a protected characteristic and people who do not share it, and foster good relations between people who share a protected characteristic and people who do not share it.

The school does this by measures that include:

- (a) for students - implementation of policies on equal opportunities (including race and gender equality, special needs, behaviour and anti-bullying);
- (b) for staff - implementation of policies on equal opportunities, recruitment and selection, pay and anti harassment policy;
- (c) PSHCE, SRE, RE and other elements within the curriculum that promote friendship and understanding about cultures and lifestyles;
- (d) employing specialist staff to support students with special needs or disabilities, and implementing the school's disability access plan;
- (e) monitoring of welfare, with intervention and support where required;
- (f) taking steps to meet the particular needs of students or staff that have a particular characteristic.

School Community	Responsibility
Phoenix Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Head Teacher	<p>As above including:</p> <p>Promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including student awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Leadership Team	<p>To support the Head Teacher as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for students.</p> <p>Uphold the commitment made to students and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Support Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the Head Teacher on how students and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the Phoenix community and in informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.</p>
Students	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the Head Teacher on how students and parents/carers, staff and the wider community can be expected to be treated.</p>

Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.</p>
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## **7. The school's equality objectives**

7.1 While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on students and staff with particular characteristics, the school has established the following objectives for the period 2017-2018:

- (a) all members of the school community are able to access all aspects of school life without experiencing discrimination or harassment.
- (b) The school will work to close attainment gaps between boys and girls.
- (c) to encourage girls to consider non-stereotyped career options.
- (d) to continue to close the gap in relation to our SEND pupils academic achievement
- (e) to review our enrichment program so it best supports our gender questioning pupils positively informs their peers.
- (f) to continue to review and adapt our pupil premium provision, ensuring best practice and value for money as we challenge financial disadvantage.

## **8. Breaches of this Policy**

8.1 Anyone that believes that they may have been discriminated against is encouraged to raise the matter through the Complaints Procedure. If they believe that they may have been subject to harassment, they are encouraged to raise this matter through our Anti Bullying Policy.

8.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Those who make allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith, will, however, be dealt with appropriately.