



Equality Policy

Phoenix Community Primary School

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Ratified by the Governing Board: March 2025

Headteacher Review: March 2026

Due for Governing Board Review: March 2029

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) 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
- At Phoenix, we grow individuals who are respectful, aspirational, resilient, kind and curious.

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 governing board 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 headteacher
- 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 among 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 governors 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 annually. 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 that 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 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 societies)

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 aims to foster good relations between those who share a protected characteristic and those who do not share it by:

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8. Equality objectives

Objective 1: To ensure pupils with Special Educational Needs and Disability (SEND) are fully included in all aspects of school life.

To achieve this objective, we plan to:

- Find out how specific SEND may impinge on each child's school life e.g. unable to hear fully or social, emotional and mental health needs
- Discuss with parents and specialist professionals, what needs to be put in place to overcome any barriers
- Provide or deploy adequate resources to enable the above
- Ensure staff are trained where necessary HT and Governors to take account of any financial implications when budgeting
- Regularly review provisions
- Progress we are making towards this objective: No incidents of children with SEND being excluded from taking part in school life through lack of school action.

Objective 2: To ensure pupils with SEN make as much progress as those without SEN.

To achieve this objective, we plan to:

- Keep a register of pupils with SEND and those on the cusp who may need monitoring – regularly review the list Teachers, SENCO and HT discuss what support each child needs to help them progress (whether quality first teaching or interventions)
- Provide or deploy adequate resources to enable the above
- Regularly review pupil progress and impact of provisions HT and Governors to take account of any financial implications when budgeting
- Progress we are making towards this objective: Assessments show SEND pupils make progress in line with non-SEND children.

9. Monitoring arrangements

The Headteacher will update the equality information we publish, described in sections 4-7 above, at least every year. This document will be reviewed by Governing Board at least every 4 years. This document will be approved by Governing Board.