



**PHOENIX**  
PRIMARY SCHOOL

# **EQUALITY AND DIVERSITY PROCEDURES**

REVIEWED SEPTEMBER 2022 – REVIEW DATE SEPTEMBER 2024

A **Beyond** ACADEMY  
SCHOOLS TRUST

## Equality and Diversity Procedures

Phoenix Primary School recognises that discrimination and persistent inequality impacts on society. Women and men can suffer from the stereotyping of their roles and needs, and such stereotyping must be understood, challenged, and overcome. This procedure supersedes and replaces all anti-discrimination procedures referring to gender, race, disability, employment, and equal opportunities, previously in place, and therefore accords with current national legislation. This procedure has been developed with regard to the Public-Sector Equality Duty (PSED) and is to be used in addition to the Trust policy.

Our objectives are listed below.

- To promote equality of access and opportunity within our school and within our wider community for all members of the school - parents/carers, staff, pupils and Governors
- To promote positive attitudes to difference, and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, and ethnic origins
- To eliminate discrimination, harassment, and victimisation and to remove or minimise disadvantages
- To ensure that equality and inclusive practices are embedded across all aspects of school life and to encourage participation when it is disproportionately low

### Our vision statement about Equality

At Phoenix Primary School, we are aware that those involved in the leadership of the school are instrumental in demonstrating mutual respect between all members of this community. There is 'openness' of atmosphere which welcomes everyone to the school; the children are encouraged to greet visitors to the school with friendliness and respect. The displays around the school are of a high quality, are frequently monitored and reflect diversity and equality of opportunity. The school is having adaptations made to the building to improve physical access for disabled pupils, parents/carers and visitors. We aim to work in partnership with parents/carers to help all pupils to achieve their potential and all parents/carers are encouraged to participate in the life of the school.

We recognise that there are similarities and differences between individuals and groups. We strive to ensure that our differences are not barriers to participation, access and learning and we aim to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We acknowledge that we cannot achieve equality by treating everyone the same.

We seek to embed equality of access, opportunity, and outcome for all members of our school community, within all aspects of school life. We actively seek out opportunities to embrace the following key concepts:

- *Shared humanity*: identifying commonality and shared values, aspirations and needs underpins our approach to equality
- *Valuing difference and diversity*: we appreciate the richness within our differences and look for ways of celebrating and understanding them better
- *Interdependence, interaction and influence*: we recognise that distinct cultures, beliefs and lifestyles will impact on and inform each other
- *Social cohesion*: within our school and within our local community



- *Excellence*: we aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world
- *Personal and cultural identity*: we provide opportunities to explore and value the complexity of our personal and cultural identities
- *Fairness and Social justice*: we will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

**Categories designated for possible discrimination:**

1. Age
2. Disability
3. Gender reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

## 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.

## The Equality Duty

In accordance with legislation and with the Beyond Schools Trust, Phoenix Primary School:

- Eliminates unlawful discrimination including sexual/gender discrimination
- Eliminates any bullying or harassment as a direct, or indirect, consequence of any form of discrimination
- Promotes equality in all aspects of the School environment
- Seeks to improve equality of opportunity for those with protected characteristics (e.g: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve a cross section of the school community in the process of drawing up this policy to ensure better outcomes for all.



We will ensure that we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services. These opportunities are likely to include all or some of the following, dependent on our current priorities:

- The engagement, participation, and involvement of a broad and diverse range of children, young people, parents/carers and partner agencies
- Preparation for entry to school
- School policies
- Breaks and lunchtimes, including the provision of school meals
- Interaction with peers
- Opportunities for assessment and accreditation
- Exam arrangements, including provision of additional time where necessary
- Behaviour management approaches and sanctions
- Exclusion procedures, including flexi-timetables
- School clubs, activities and school trips
- The school's arrangement for working with other agencies
- Preparation of pupils for the next phase of education
- Learning and teaching and the planning of the curriculum
- Classroom organisation
- Timetabling
- Promote the concept of equality and diversity throughout the school, both for those adults within the school and for all students
- Seek to understand and promote human equality, diversity and equal opportunities
- Promote good relations between members of different backgrounds
- Enable students to take responsibility for their learning and their relationships with others
- Expect the Local Governing Body, staff, students, parents, service providers, and visitors to strictly adhere to the policy & procedure of non-discrimination, equality and diversity for all

We understand that in some circumstances it may be appropriate to treat individuals differently, if that action is aimed at overcoming previous, current, or possible future disadvantage.

### **The Specific Duties**

We will:

- Collect and analyse school data and other equality relevant information, including data about our local area
- Consult all staff, students, carers, parents and relevant local communities and agencies
- Review all our school policies and practices to assess the ways in which they might impact on equality
- Ensure governors, staff, students, parents/carers and others in our school are accountable and understand their responsibilities with regard to preventing discrimination, harassment and promoting equality
- Ensure equal opportunities in staff recruitment, professional development and membership of the Governing Body
- Assess and address the causes of any equality pay gap
- Set out the results of reviews, consultations and impact assessments



- Report on progress annually and set further objectives where necessary
- Review and revise the procedure at least every two years, or on demand, as required
- Involve parent and student representation in this consultation from the Focus Group (Parents, staff and students) and the Diversity Alliance (student group)

## **Roles and responsibilities within our school community**

### **The Headteacher will:**

- Ensure that Local Governing Body, staff, parents/carers, pupils, and visitors are engaged in the development of and informed about the Equality Policy and Procedures
- Oversee the effective implementation of the policy and procedures
- Ensure that staff have access to training that helps to implement the policy
- Develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- Ensure that staff are kept up to date with any development affecting the policy or actions arising from it

### **Our Local Governing Body will:**

- Designate a Governor with specific responsibility for the Equality Policy
- Ensure that the objectives arising from the policy are part of the school development plan (SDP)
- Support the Headteacher in implementing any actions necessary
- Engage with parents/carers and partner agencies about the policy
- Evaluate and review the policy and action plan annually

### **Our Senior Leadership Team will:**

- Have responsibility for supporting other staff in implementing the Policy
- Provide a lead in the dissemination of information relating to the Policy
- With the Headteacher, provide advice/support in dealing with any incidents/issues
- Take appropriate action in response to racist incidents, discrimination or sexual harassment
- Assist in implementing reviews of this policy as detailed in the School Development Plan

### **Our Pupils will:**

- Understand how the policy relates to them, appropriate to age and ability
- Be expected to act in accordance with the policy
- Be encouraged to actively support the policy

### **Our Parents/Carers will:**

- Be given opportunities to become involved in the development of the policy
- Have access to the policy through a range of different media appropriate to their requirements
- Be encouraged to actively support the policy
- Be encouraged to attend any relevant meetings and activities related to the policy
- Be informed of any incident related to the policy which could directly affect their child



### **Our school staff will:**

- Be involved in the development of the policy
- Be fully aware of the Equality Policy and how it relates to them
- Deal with any incidents of discrimination by challenging bias and stereotyping
- Understand that this is a whole school issue and support the Equality Policy
- Make known any queries or training requirements

### **School Staffing**

We comply fully with legislation, which protects our staff from discrimination based on protected characteristics such as disability, gender, race, age etc. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training, and employment practices (such as dress codes) and disciplinary procedures.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators.

All posts are advertised formally, open to the widest pool of applicants. Those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good equality practice through the recruitment and selection process. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. We do not enquire about the health of an applicant until a job offer has been made.

### **Breaches of the Equality and Diversity Procedure and Beyond Schools Trust policy**

We understand that eliminating discrimination and harassment and promoting equality is in part an education function and a matter of cultural change. Where possible, breaches of the policy will be dealt with in a manner appropriate to the level of the breach, and with the intention of bringing about the relevant changes. More serious breaches of this policy will be dealt with in accordance with our school's appropriate policies and procedures.

Where safeguarding issues come to the attention of the school these will be dealt with according to our child protection procedures.

### **Participation and involvement**

The development of this policy has involved a working party from all sectors of the school community, including teaching and support staff, parents/carers, governors and other community representatives. We have established good links with our local and wider community, and we welcome them into our school; we learn about equality issues outside school and can establish mechanisms for addressing them within school.



## Monitoring and Review

Implementation, monitoring, and review are the responsibility of the SLT and Governors, who have agreed and published this policy. We will review the policy annually and review the action plan on a bi-annual basis.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information relating to:

- Exclusions and truancy
- Incidents of racism, disability, sexist incidents and all forms of bullying
- Participation in extracurricular activities
- Attendance

Our monitoring activities enable us to identify any differences in pupil performance either individually or within vulnerable groups. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

## Extra-Curricular Provision

Phoenix Primary School provides equal access to all activities. We undertake responsibility for making contributors to extra-curricular activities aware of the school's commitment to equality of opportunity. We ensure that all such personnel, who have contact with children, adhere to guidelines in this policy and are Criminal Records Bureau/DBS checked.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour policy
- Safeguarding Policy
- Children Looked After policy
- Special Educational Needs and Disabilities policy
- Staff recruitment and retention policy
- Teaching and learning policy



## **The Measurement of Impact of the Policy**

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on pupils, staff, parents/carers and any other groups that make up our school. As part of the action plan a timeline of high, medium and low priority will be published to enable impact assessment to be undertaken at the appropriate time.

