



# Phoenix St. Peter Academy

## Single Equalities & Accessibility Policy

<b>Audience:</b>	Parents School staff (in particular teachers and leaders) Local Governing Bodies
<b>The policy owner is:</b>	Terri Freeman Deputy Head for Inclusion
<b>Other related policies:</b>	Safeguarding & Child Protection Policy Speak Up & Whistleblowing Policy Safer Recruitment Policy Behaviour & Positive Relationships Policy Suspension & Exclusion Policy Special Educational Needs Policy Uniform Policy First Aid & Medical Needs Policy Attendance & Admissions Policies Intimate Care Policy Horizons Curriculum PHSE & RSE Policy Personal Development Policy PPG Strategy
<b>This policy was reviewed and ratified by the Governing Body of Phoenix St. Peter Academy on:</b>	15.05.2023

At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:



<b>Integrity</b>	We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
<b>Responsibility</b>	We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
<b>Inclusion</b>	We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
<b>Enjoyment</b>	Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
<b>Inspiration</b>	Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
<b>Learning</b>	Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
<b>Leadership</b>	REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

**i. Statement/Principles:**

The policy outlines the commitment of all our Staff and Governors to promote equality. As a school, we are committed to removing barriers and addressing needs which could lead to unequal outcomes so that there is equality of access. The diversity within the school community is celebrated and valued, we are an inclusive school.








**ii. Our Equality Objectives:**

1. All children and staff are valued, respected and treated equally
2. Through our core values, we explicitly teach respect of differences while ensuring a sense of belonging
3. We will raise the attainment in reading of all children, with a focus on PPG children, in order to bring it in line with national outcomes. So that all children can successfully access the full curriculum and fulfil their potential.

We believe that **equity** at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth.


The principle of **equity** places a duty on the school to meet the needs of all. At Phoenix St. Peter Academy, equality and **equity** are key principles in meeting the needs of all the same, irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010), below:

**DfE Protected characteristics:**

-  Sex
-  Race
-  Disability
-  Religion or belief
-  Sexual orientation
-  Gender reassignment
-  Pregnancy or maternity

**iii. Monitoring and Review:**

The senior leaders in the school are responsible for providing updates on equalities legislation and the school's responsibilities in this regard;

-  Working closely with the governor responsible for this area and positively support the evaluation activities that monitor the impact and success of the policy on children from different groups, e.g SEND, Children in Care, Minority Ethnic including Traveler and EAL children and Free School Meals, Gifted and Talented children in the following recommended areas:

- a. Children's progress and attainment
- b. Learning and teaching
- c. Behaviour, discipline and suspensions
- d. Attendance
- e. Admissions
- f. Incidents of prejudice related bullying and all forms of bullying
- g. Parental involvement
- h. Participation in extra-curricular, extended school activities, educational visits and residential
- i. Staff recruitment and retention
- j. Visits and Visitors
- k. Provision of uniform
- l. Support during periods of economic hardship


#### iv. Policy Commitments:

#### Promoting Equity – The Curriculum

 We aim to provide all our children with the opportunity to succeed. To achieve this we will ensure:










- a. Curriculum planning reflects a commitment to equity;
- b. The curriculum prepares children for life in a Modern Britain which is a diverse society and uses opportunities to reflect the background and experience of children and families in the school;
- c. There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- d. The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs;
- e. The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

#### Promoting Equity: Achievement





 There is a consistently high expectation of all children, regardless of the protected characteristics of age, gender, ethnicity, ability, social background and sexual orientation. In order to secure the best possible outcomes we recognise that:

- a. Adults in the school will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- b. It is important to identify the particular needs of individuals and groups within the school and to use targeted interventions to narrow gaps in achievement;
- c. A range of teaching methods is used throughout the school to ensure that effective learning takes place at all stages for all children.
- d. All children are actively encouraged to take responsibility for their own learning.




## **Promoting Equity: The ethos and culture of the school**

-  At Phoenix St. Peter Academy, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community
-  We strive to achieve a feeling of openness and tolerance 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 reflect diversity across all aspects of equality and are frequently monitored
-  The school's main buildings are mostly DDA compliant, comprising: a toilet adapted for disabled users, disabled access from the car park including marked Disabled parking, disabled access to all classrooms and the playground
-  Reasonable adjustments will be made to ensure access for children, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to school information and activities)
-  Provision is made to cater for the cultural, moral and spiritual needs of all children through planning of assemblies, classroom based learning and off-site activities
-  Children' views are actively encouraged and respected. Children are given an effective voice for through: our School Council, pupil perception surveys, playground worry box, leadership roles, trusted adults, interview processes and our school counsellor
-  Positive role models are used throughout the school to ensure that different groups of children feel welcomed and included

## **Promoting Equality: Staff Recruitment and Professional Development**





-  All posts are advertised formally and open to the widest pool of applicants
-  All those involved in recruitment and selection are trained and aware of what they should do avoid discrimination to ensure equality of opportunity
-  Equalities policy and practice is covered in all staff inductions
-  Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review

## **Promoting Equality: Countering and Challenging Harassment and Bullying**

-  The school counters and challenges all types of discriminatory behaviour and this is made clear to staff, children, parents and governors
-  The school has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents; this is the school's Designated Safeguarding Lead
-  The school reports to Governors, parents, our Academy Trust and LA on an annual basis the number of prejudice related incidents recorded in the school

## **Promoting Equality: Partnerships with Parents / Carers and the Wider Community**





Phoenix St. Peter Academy aims to work in partnership with parents/carers. We:

-  Take action to ensure all parents / carers are encouraged to participate in the life of the school
-  Maintain good channels of communication, to ensure parents' views are captured to inform practice
-  Encourage members of the local community to join in school activities and celebrations
-  Ensure that the parents / carers of newly arrived children e.g. EAL, Gypsy, Roma and Traveler or children with disabilities are made to feel welcome.







## **Responsibility for the Policy**

In our school, all members of the school community have a responsibility for promoting equality and equity.





### **The Governing Body (currently an IEB) has responsibility for ensuring that:**

-  The school complies with all equalities legislation relevant to the school community
-  The school's Single Equalities & Accessibility Policy is maintained and updated regularly; and that equality schemes are easily identifiable (these may be included within the School Development Plan, the school's Accessibility Plan or may be stand-alone documents)
-  The actions, procedures and strategies related to the policy are implemented
-  Our governing body will have an overview of all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

### **The Executive Headteacher and Senior Leadership team has responsibility for:**

-  In partnership with the Governing body / IEB, providing leadership and vision in respect of equality
-  Overseeing the implementation of the equality policy and schemes
-  Co-ordinating the activities related to equality and evaluating impact, through the Horizons & SCARF curriculum, PHSE, RSE, weekly Assemblies with a focus of personal development and protected characteristics, Holiday, Activities & Food schemes, the Bike ability programme, swimming and sports, etc.
-  Ensuring that all who enter the school are aware of, and comply with, the equalities policy
-  Ensuring that staff are aware of their responsibilities and are given relevant training and support
-  Taking appropriate action in response to any prejudice-related incidents.

### **All school staff have responsibility for:**

-  The implementation of the school's equalities policy and schemes
-  Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
-  Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation or other groups vulnerable to discrimination
-  Keeping up to date with equalities legislation

### **Measuring the impact of this Policy:**

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on children, staff, parents and carers from the different groups that make up our school.

This will be communicated with staff, parents, carers and governors by the Executive Headteacher.

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