



Equal Opportunities and Respect for All



RACE **DISABILITY** GENDER **SPECIAL NEEDS** **AGEISM** **SEXUAL ORIENTATION** **PROMOTE COMMUNITY COHESION**

Single Equalities Policy and Plan

Under the one umbrella including

- Race
- Disability
- Gender and gender reassignment
- Pregnancy and maternity
- Age
- Religion and belief
- Sexual orientation
- Special Educational Need
- Community cohesion

1.Introduction

This document, which outlines and cross references our combined Equality Policies and Schemes, is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender and gender reassignment, pregnancy and maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Single Equality Plan

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive organisation that supports and promotes **Equality for All** within our, and the wider community. We therefore welcome the Equalities duties of schools.

We have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to local views and involve local people in the work of our school. We recognise that equality will only be achieved by the whole school community working together – learners, staff, governors and parents/carers. All school staff and members of the school's community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

2.National and Legal Context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion developing good relationships across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low

3.School Context

The achievement of pupils is monitored by race, gender and disability and the data will be used to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At the Phoenix we believe that diversity is a strength and as such should be celebrated by all who learn and teach here.

The current school profile can be viewed within Appendix 1. And in accordance with our recent census return.

Current Profile

Total Pupils: 108

Boys 88 – Girls 55

White British 52

White/black Caribbean 4

White/Asian 1

Black Caribbean 5

Bangladeshi 2

Indian 3

Other Asian 3

Pakistani 35

Any other Background 1

Chinese 1

Other mixed background 3

White European 13

White Irish 0

Italian 0

White Other 2

Portugese 3

Free School Meals 49**Christian 56****Muslim 39****No religion 20****Other Religion 4****Not specified 19****Hindu 2****Sikh 1****4.Equality in policy and practice**

In addition to the specific actions set out in the plan, the Phoenix operates equality of opportunity in its daily practice in the following ways.

Teaching and Learning

We train staff on learning difficulties, autism, Asperger's syndrome, behaviour difficulties, Team Teach and communication has already been undertaken.

We use contextual data to improve the support we provide to individuals and groups.

We monitor achievement data by ethnicity, gender, disability and other groups relevant to our setting and act upon findings

We take account of the achievement of all pupils when planning future learning and set challenging targets based on individual achievement.

We promote equality of access and prepare pupils for life in a diverse society.

We use materials that reflect the diversity within society, without stereotyping or adapt them to meet particular needs.

We challenge racist and discriminatory language and attitudes.

We celebrate aspects of different cultures.

We seek to involve parents and carers in supporting their child's education.

We encourage discussion of equality issues in the classroom and staffroom.

We include teaching and learning styles which are inclusive and reflect the needs of our pupils.

Boys and girls are given the same opportunities throughout the school.

Older pupils are encouraged to pursue courses and activities that they are interested in and not based on stereotyped images of men and women.

Links with local organisations e.g. police where men and women fulfil the same role.

Community cohesion is promoted in RE, PSHE/Citizenship and through English, Drama, Music and Art in particular.

Students undertake studies of specific countries in Geography as part of a themed topic.

We have a policy on Special Educational Needs (SEN) in line with the recommendations in the latest national SEN code of practice.

Admissions and exclusions

Our admissions are through referral from the special needs assessment panel and do not discriminate on the grounds of race, gender or disability.

Exclusions are rare and based on the school Behaviour Policy with the right to appeal.

5.Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We endeavour to ensure that staffing reflects the diversity of the community.

Employer duties

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender reassignment, sexual orientation, pregnancy and maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Actions to ensure this commitment is met include:

- Monitoring of recruitment and retention include bullying and harassment of staff
- Continued professional development opportunities for staff
- Pay is relative to experience and responsibility not to gender or sexual orientation.

6. Equality and the law

There are a number of statutory duties that must be met by school.

a) Race Equality

The general duty requires us to

- Eliminate racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

Under the specific duty we will

- Prepare and publish an equality plan
- Assess the impact, by ethnicity, of our policies on pupils, staff and parent/carers, especially the achievement levels of pupils
- Monitor the impact of policies in relation to raising the achievement of minority ethnic pupils

b) Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has a “physical or mental impairment which has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities”

- Promoting equality of opportunity between disabled people and others
- Eliminating discrimination and harassment of disabled people in relation to their disability
- Promoting positive attitudes towards disabled people

- Encouraging participation in public life by disabled people
- Taking steps to meet disabled people's needs even if this requires more favourable treatment.

Under the specific duty we will

- Prepare and publish an equality plan
- Review and revise this every three years

c) Gender

The Gender Equality Act places a general duty on schools to

- Eliminate unlawful discrimination and harassment on the grounds of gender or gender reassignment
- Promote equality of opportunity between male and female pupils and male and female staff

Under the specific duty we will

- Prepare and publish an equality plan
- Review and revise this every three years

d) Sexual orientation

The Equality Act (Sexual orientation) 2007 made discrimination on the grounds of sexual orientation unlawful for schools, this relates to admission and treatment of and services to pupils

e) Age

The Phoenix is committed to promoting equality of opportunity for people of different ages. Age equality means promoting equal participation in society of people of every age.

f) Community cohesion

Schools and their Governing Bodies have a duty to promote community cohesion. This involves fostering good relations between pupils from different races, faiths or beliefs and different socio-economic backgrounds.

7. Consultation and involvement

It is a requirement that the Single Equality Plan and the actions identified in it have been informed by input from staff, pupils, parents and carers. This has been achieved through:

Feedback from parent/carer questionnaires

Staff discussions

Feedback from School Council, observations in PHSE lessons

Issues raised at Annual Reviews and Parent consultations

Feedback from Governing Body meetings

8. Roles and responsibilities

Governors

- The governing body is committed to equal opportunities and will endeavour to ensure the school is fully inclusive and responsive to the needs of pupils
- The governing body seeks to ensure that people are not discriminated against when applying for posts at the school
- The governing body takes all reasonable steps to ensure that the environment is accessible to people with disabilities and that communications from school are as inclusive as possible
- The governing body ensures that no child is discriminated against on account of race, gender or disability

Headteacher and Senior Leadership Team

- The SLT are responsible for implementing, communicating and monitoring the Equality Plan
- The Headteacher/SLT ensure that appointments panels give due regard to the plan, so that there is no discrimination in employment opportunities
- The SLT promote equality of opportunity when developing the curriculum

- The SLT respond to incidents of bullying, racism, discrimination or unfair treatment with due seriousness

Teaching and non-teaching staff

- All staff ensure that all pupils are treated fairly, equally and with respect, and maintain awareness of the Equality Plan
- All staff strive to provide materials with positive images of race, gender and disability and challenge stereotypes
- All staff will challenge incidents of prejudice, racism or homophobia and record and pass on serious incidents to the attention of SLT

9 Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment. All staff are expected to deal with discriminatory incidents: how to identify and challenge prejudice and stereotyping, and support the full range of diverse needs according to pupils' individual circumstances.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups or activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person".

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Racist, sexist, homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Discriminatory comments in the course of discussions
- Attempts to recruit others to discriminatory organisations or groups
- Ridicule of an individual

- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation

10. Review of progress and impact

The plan has been agreed by the Governing body and it is part of a rolling programme of policy review. In line with legislation, we will review progress on a 3 year cycle. We make regular assessments of pupils to track progress. As part of this progress we monitor achievement by race, gender and disability, to ensure all are making the best progress possible and take action to address any gaps

11. Publishing the Plan

In order to meet the statutory requirements, we will:

- Publish our plan on the whole school website
- Include the plan in the Headteacher Report to Governors
- Raise awareness of the plan through the school newsletter, assemblies and staff meetings
- Make sure hard copies are available

SignedChair of Governors

SignedHeadteacher.

Dated: 26 April 2011