



Equality objectives

2017 - 2021

“In the most effective schools, the Headteacher and Governors establish a clear vision, rooted in an unwavering commitment to ensure the success of every pupil. Equality of opportunity is at the heart of this vision, with an insistence that all pupils will do well.” - Sir Michael Wilshaw

2) Phoenix and The Equality Act 2010

The Equality Act 2010 outlines the three aims of the general duty to have due regard for Equality, across all organisations:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specifically, due regard is to be given within organisational life in order to:

- I. Remove or minimise disadvantages
- II. Take steps to meet different needs
- III. Encourage participation when it is disproportionately low.

At Phoenix we have a strong commitment to fairness and equality in everything that we do.

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the school is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil

partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination; to advance equality of opportunity; and to foster good relations.

We also welcome our specific duties to publish information about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain ethnic and cultural backgrounds
- pupils who are supported by the pupil premium
- pupils who are disabled
- pupils who have special educational needs

3) The Public Sector Equality Duty

The information provided in this section shows how at Phoenix we are meeting the public sector equality duty. We are required to have due regard for the need to:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it.

The information below is a summary of how at Phoenix we have due regard to the need to eliminate discrimination, harassment and victimisation.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our school governors have been briefed on their legal responsibilities under the Equality Act 2010, and have also been involved in supporting the school to meet its public sector equality duty.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour Policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying and prejudice
- We deal promptly and effectively with all incidents and complaints of bullying and harassment
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.

- We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs.
- Our Complaints Policy sets out the procedures through which we deal with any complaints.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances.

4) Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can age develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

- Gathering pupil views through regular school council meetings linked to our School Improvement Plan, pupil surveys eg seeking pupils about the new school day.
- Gathering staff views through audits linked to different areas of the curriculum and school policy, staff feedback following training, the performance management cycle, coaching and feedback sessions, staff surveys eg about behaviour and safety, family dining.
- Gathering parental views through parents evenings, feedback on school reports, parent forum feedback, parent surveys, meetings with parents to discuss any concerns/issues that arise, planning to meet the needs of identified pupils with parents ie with other professionals
- Gathering community views through coffee mornings for parents with a range of speakers and input from local community initiatives and services, use of visitor cards to gain feedback from visitors to our school locally and wider afield, comments and feedback on our website, Ofsted parent view.

5) Relevant Policies

Student Policies	HR Policies	IT Policies
<ul style="list-style-type: none"> • SSRE • Behaviour • SEND • Teaching & Learning • Offsite activities & education visits • Complaints • Positive handling • Anti-bullying • Equality 	<ul style="list-style-type: none"> • Equality • Appraisal & Capability • Grievance procedures • Code of conduct • Probation • Whistle blowing policy • Leave of Absence • Equality 	<ul style="list-style-type: none"> • Online safety • Code of conduct

6) Our equality objectives. September 2017 – August 2021.

Equality Objective 1: We aim to close attainment gaps between groups of pupils with a particular focus on the current attainment gap at Phoenix between boys and the cohort as a whole.

This will be assessed at the end of each academic year by comparing the percentage of pupils at age related expectations for the specific group and compared to the cohort as a whole. This will be achieved by:

- I. Increasing the attendance rates of this group to 95% by July 2021.
- II. To increase the Outcomes for Boys in Year 11 to ensure that by July 2021 the % of Boys in Y11 making expected progress in English and Maths is 10% higher than the national average for those two subjects.

Review date and comments:

To be reviewed in the annual equality analysis for LGB and also annually through:

- Annual anonymous staff survey
- Sum2 exams analysis
- leverage coaching analysis
- termly Performance Management review
- ½ termly triangulated observations

Equality Objective 2: We aim to close attainment gaps between groups of pupils with a particular focus on the current attainment gap at Phoenix between pupils with SEND when compared to their peers nationally without SEND.

This will be assessed at the end of each academic year by comparing the percentage of pupils at age related expectations for the specific group and compared to the cohort as a whole. This will be achieved by:

- I. Ensuring 100% of staff feel confident in their duties related to the SEND code of practice through the annual staff survey
- II. Reducing the in-school gap with regard to the % of SEND pupils vs non-SEND pupils achieving a Grade 5 in English and Maths in KS4 from 33 % (July 17) to 10% in English and from 30% (July 17) to 10% in Maths by July 2021.

Review date and comments:

To be reviewed in the annual equality analysis for LGB and also annually through pupil and staff surveys and through:

- Sum2 exams analysis
- leverage coaching analysis
- termly Performance Management review
- ½ termly triangulated observations
- Raise online national data sets.

Equality Objective 3: We aim to close the achievement gap between our disadvantaged students and their more affluent peers through increasing the % of disadvantaged students who are entered into and secure a strong pass in the Ebacc from 3% (July 2017) to 60% by July 2021.

This will be assessed at the end of each academic year both through the validated KS4 data the Academy receives. This will be achieved by:

- I. July 2018 – 10%
- II. July 2019 – 30%
- III. July 2020 – 50%
- IV. July 2021 – 60%

Review date and comments:

To be reviewed through:

- Termly and annual data analysis
- Annual curriculum review for LGB
- Annual exams analysis