



Fairfield High School

Policy Statement: Equal Information and Objectives

This policy is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Nick Lewis on 4/3/20	
Date of next review	4 th March 2021

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	2
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making.....	4
8. Equality objectives	4
9. Monitoring arrangements.....	5
10. Links with other policies	5

.....

1. Aims

Our school aims to meet its obligations under the public sector equality duty 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

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](#).

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, and that they are reviewed and updated at least once every four years

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

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

Fairfield High 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 at the start of each academic year. This includes training on unconscious bias and the staff code of conduct.

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 which 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)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

Fairfield High 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
- Fairfield High 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 extra-curricular clubs and trips.

7. Equality considerations in decision-making

Fairfield High School ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for those who identify as boys and girls

Fairfield High School provides evidence when planning trips to show that areas of Equality and Discrimination have been considered and the relevant questions asked.

8. Equality objectives

Objective 1: To increase year 11 outcomes in English Literature GCSE with a focus on boys engagement resulting in increased achievement and progress.

To achieve this objective, we plan to: Work collaboratively with the Excalibur Lead Practitioner for English. Increase emphasis on Walking Talking Mocks during interventions (mainly Saturday). Introduction of a new intervention 'nurture' group' with HLTA for English. Increased % of year 11 attending Poetry Live (80%) with 50% being PP. The Director and Deputy Director of Faculty will attend English PiXL conferences and all AQA courses for exam feedback. Additional AQA training in school to whole faculty based on exam analysis (marginal gains).

Progress we are making towards this objective: Amber (March 2020). Details on Academy Improvement Plan

Objective 2: *Narrow the gap in progress between SEND students and non-SEND students.*

To achieve this objective we plan to: Ensure all staff to have a list of provision available to students in each year group (provision for SEND, SEMH, anxiety, friendship, confidence, emotional literacy, general well-being etc.). Ensure teaching staff are confident that they are skilled to deliver high quality teaching targeted at SEND pupils' weaknesses. Based on audit completed in 2018-19, offer opportunities for staff to have SEND CPD needs met. Share CPD opportunities, use CPD slot to share strategies for supporting students and distribute SEN information for staff to refer to (EP reports, dyslexia screening, YORK assessments etc). Ensure that staff are aware of all students with SEND in their classes. Monitor students' progress throughout the year. Share students who are underperforming with directors

Progress we are making towards this objective: Amber (March 2020). Details on Academy Improvement Plan

Objective 3: *Balance the gender representation in STEM subjects.*

To achieve this objective, we plan to: Strengthen the Science and Technology Capital of our community through our curriculum and extra-curricular offerings. Ensure the curriculum has opportunities to enhance the Science and Technology Capital of all through trips, external providers of workshops and careers roadshows.

Progress we are making towards this objective: Amber (March 2020). Details on Academy Improvement Plan

Objective 4: *Ensure all staff are effectively trained to meet the needs of our diverse community.*

To achieve this objective, we plan to: Introduce an 'on-boarding' scheme to ensure that all new staff have understanding of the community we represent and the school ethos. New staff induction to cover equalities training, including unconscious bias training. Staff development needs will be audited, and training needs fulfilled. Curriculum audits will be completed across all subjects and all opportunities taken to ensure inclusivity. Complete an equalities review and ensure that all policies concerning equality are up to date and fit for purpose, including bullying, peer-on-peer abuse and discrimination.

Progress we are making towards this objective: Amber (March 2020). Details on Academy Improvement Plan

9. Monitoring arrangements

The Local Governing Board will update the equality information we publish at least every year.

This document will be reviewed by Fairfield's Local Governing Board at least every 4 years.

This document will be approved by the Principal at least every year.

10. Links with other policies

This document links to the following Trust policies:

- Dignity at Work Policy
- Equal Opportunities Policy
- Whistleblowing Policy

- Flexible working Policy
- Anti-bullying Policy
- Safeguarding and child Protection Policy

Amanda Bridgewater

Vice Principal, Fairfield High School

March 2020