



Fairfield High School

Policy Statement: Equal Information and Objectives

This policy is reviewed annually to ensure compliance with current regulations:

Approved/reviewed by	
Principal	
Date of next review	July 2026

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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, students, and parents, and that they are reviewed and updated at least once every four years.
- Delegate responsibility for monitoring the achievement of the objectives daily 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 Academy Committee 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 Academy Committee member. They regularly liaise regarding any issues and make senior leaders and Academy Committee 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., students with disabilities, or queer students who are being subjected to queerphobia bullying)
- Taking steps to meet the needs of people who have a particular characteristic (e.g., enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g., encouraging all students 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 students 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 discriminatory bullying regarding any protected characteristic)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

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, students will be introduced to literature from a range of cultures.

- Holding assemblies dealing with relevant issues. Students 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 students 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 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 students 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 help students communicate confidently by building strong literacy skills through clear vocabulary teaching in KS3.

To achieve this objective, we plan to: Work collaboratively with FHS staff and the Excalibur Trust. Increase emphasis on the use of key vocabulary lists in KS3 and the use of academic vocabulary across the school, whilst differentiating for learners – with the use of termly faculty lists. Develop subject specific literacy provision across the school in accordance with the literacy policy, especially through the Tutor Reading Programme and Lexia (reading, comprehension and vocabulary) intervention.

Progress we are making towards this objective: Amber (July 2026). Details on School Improvement Plan.

Objective 2: Identify and meet the need of all SEND, Neurodivergent Students.

To achieve this objective, we plan to: Ensure that there is a clear process and robust system in place for identifying students SEND need, the SEND register is updated and there is ongoing reviewing of the SEND register. Ensure communication between the Individual Development Team and teaching staff is clear and regular. That teaching staff are confident and skilled enough to deliver high quality teaching targeted to support students with SEND. Share CPD opportunities, use CPD slot to share strategies for supporting students and distribute SEND information for staff to refer to (EP reports, dyslexia screening, YORK assessments etc). Ensure that curriculum is equally ambitious for

students with SEND. Monitor students with SEND progress throughout the year, including as part of the CQA process (targeted curriculum planning, lesson observations and students voice), and the edited SEND register reviewed and monitored effectively. Ensure that students who enter Fairfield with low levels of reading are provided the support that they need to make progress and access the curriculum including support through Pupil Passports, Class Charts, Lexia, and external agencies. Restructuring the Individual Development team to encompass a new deputy Sendco to better reflect the increasing needs of the school and wider community.

Progress we are making towards this objective: Amber (July 2026). Details on School Improvement Plan.

Objective 3: Ensure our recruitment process provides equity of opportunity for all.

To achieve this objective, we plan to: Continue to embed the recommendations from EAT Equalities group. In addition to our routine advertising, advertise all vacancies on platforms that provide a wider reach to communities that are currently underrepresented in the school staff. Compile data on the protected characteristics of all candidates when interviewing for all roles across the school, including part time and job share opportunities. Internal post questions are offered to candidates during the interview process. Well-being is an important aspect of our work – information and the offer of support is shared pertaining to flexible working, maternity, paternity, and menopause. Review and action findings at the end of the academic year. Revise the information provided during the shortlisting process to support neurodiverse and/or physical adjustments. Ensure diverse panel groupings and Safer Recruitment training for leaders across the school.

Progress we are making towards this objective: Amber (July 2026). Details on School Improvement Plan.

Objective 4: Work towards ensuring our pastoral and subject-specific curriculum reflects the diversity of our global community.

To achieve this objective, we plan to: Continue to work in collaboration with Schools of Sanctuary, Integrate UK, Bristol Education Partnership, and others to grow and develop our practice of equity, inclusion and belonging. We will ensure that all staff, particularly Year Teams and other school leaders' spotlight and celebrate our global community through the lens of intersectionality including, but not exclusive to, religion, race, sexuality, gender, age, neurodivergence and socio-economic backgrounds. **Student Ambassadors**, led by Middle and Senior Leadership, will work as part of our school council and activism groups to reflect and develop our termly equalities themes in our curriculum and wider enrichment work, including our eco sustainability work. We will ensure that guest speakers and workshops are provided for students and staff to hear lived experiences from those underrepresented in our school community. All areas of the school will evidence their equalities work through their School Improvement Plans and be informed by our targets.

Progress we are making towards this objective: Amber (July 2026). Details on School Improvement Plan.

9. Monitoring arrangements

The Academy Committee Board will update the equality information we publish at least every year.

This document will be reviewed by Fairfield's Academy Committee 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
- Menopause Policy

Principal

July 2026