Equality Policy

This plan should be read in conjunction with the following policies: SEN, Behaviour, Anti-Bullying and Physical Restraint.

Mission Statement

At Fairfield High School we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to promote a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in the life of the school.

The achievement of students will be monitored by race, gender and disability and we will use data to support students, raise standards and insure inclusive teaching. We will tackle discrimination through the positive promotion of equality, challenging stereotypes and bullying and creating an environment that promotes respect for all.

1). Putting equality into policy and practice

The school operates equality of opportunity in its day to day practice in the following ways:

Teaching and learning

We aim to provide all of our students with the opportunity to succeed, and reach the highest level of personal achievement. To do this we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.
- Monitor achievement data by ethnicity, gender and disability and action any gaps.
- Take account of the achievement of all students when planning for learning and setting challenging targets.
- Ensure equality of access for all students and prepare them for life in a diverse society.
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice.

- Provide opportunities for students to appreciate their own culture and celebrate the culture of others.
- Seek to involve parents and carers in supporting their child's education.
- Encouraging discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.

Admissions and exclusions

Our admissions arrangements are through the Local Authority and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the schools Behaviour Management Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

2). Equal opportunities for Staff

We are committed to the implementation of equal opportunities principals and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

Employer duties

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

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and when allocating TLRs (Teaching and Learning Responsibilities) or re-evaluating staffing structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met may include:

- Monitoring recruitment and retention including bullying and harassment of staff.
- Continued professional development opportunities for all staff.
- SLT support to ensure equality of opportunity for all.

3). Equality and the law

There are a number of statutory duties that must be met by Fairfield High School in line with legislation from the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005), the Equality Act (2006) and the Equality Act (2010).

Race Equality

This section of the policy reflects the general and specific duties of schools as detailed in the Race relations Act 1976 and as amended by the Race Relations Act 2000.

The general Race Equality Duty requires us to have due regard to the need to:

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

Under our specific duty we will:

- Assess the impact of our policies on students, parents, carers and staff by ethnicity, with particular regard to achievement levels of these students.
- Monitor the impact our policies have on such students, staff, parents and carers towards raising the achievement of minority ethnic groups.
- Prepare and publish an Equality Plan which covers the requirements for the Race Relations Amendment Act 2000.

Disability

The Disability Discrimination Act 2005 (DDA) 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'.

Legal duties

The DDA 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related 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 favourable treatment.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for the DDA 2005 and the Equality Act 2010.
- Review and revise this Plan on a regular basis.

Gender Equality

The Gender equality Duty 2006 places a general and specific duty on schools to eliminate discrimination and harassment on the grounds of gender and to promote equality of opportunity between male and female students, staff and transgender people.

Under our general duty we will seek to:

- Eliminate unlawful discrimination and harassment on the grounds of sex or gender.
- Promote equality between men and women.

Under our specific duty we will:

- Prepare and publish an Equality Plan which covers the requirements for gender equality.
- Review and revise this Plan on a regular basis.

Sexual Orientation

The equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on the grounds of religion or 'belief' to sexual orientation. The Equality Act (Sexual Orientation) Regulations (2007) make discrimination unlawful in the area of goods, facilities and services on the grounds of sexual orientation.

Community cohesion

The Education and Inspections Act 2006 introduced a duty on the governing bodies of state schools to promote community cohesion. This encompasses promoting good relations between students from different races, faiths/beliefs and socio-economic backgrounds.

4). Roles and responsibilities

The role of the Governors

- The governing body has a commitment to equal opportunities and will do all it can to ensure that the school is fully inclusive to students and responsive to their needs based on race, gender and disability.
- The governing body seeks to ensure that people are not discriminated against when applying for jobs at Fairfield High School on the grounds of race, gender or disability.
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for students, parents and carers.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The governing body ensures that no student is discriminated against whilst at Fairfield High School on account of race, sex or disability.

The role of the Head Teacher

- It is the Head Teacher's role to implement the schools Equality Plan and they are supported by the governing body in doing so.
- It is the Head Teacher's role to ensure that all staff are aware of the Equality Plan, and that teachers apply these guidelines fairly in all situations.
- The Head Teacher ensures that all appointments panels give due regard to this Plan, so that no one is discriminated against when it comes to employment or training opportunities.
- The Head Teacher promotes the principle of equality of opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Head Teacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of staff

- All staff will ensure that all students are treated fairly, equally and with respect, and will maintain awareness of the schools' Equality Plan.
- All staff will strive to provide material that gives positive images based on race, gender and disability, and challenge stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Head Teacher.

5). Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated at Fairfield High School.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to each student's individual circumstances.

Racist and homophobic incidents are dealt with by the member of staff present, escalating to a Head of Year, Head of department or member of the Senior Leadership team where necessary. All incidents are reported to the Head Teacher or a member of the Senior Leadership Team and racist incidents are reported to the governing body and Local Authority on a termly basis.

6). What is a discriminatory incident?

Harassment can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

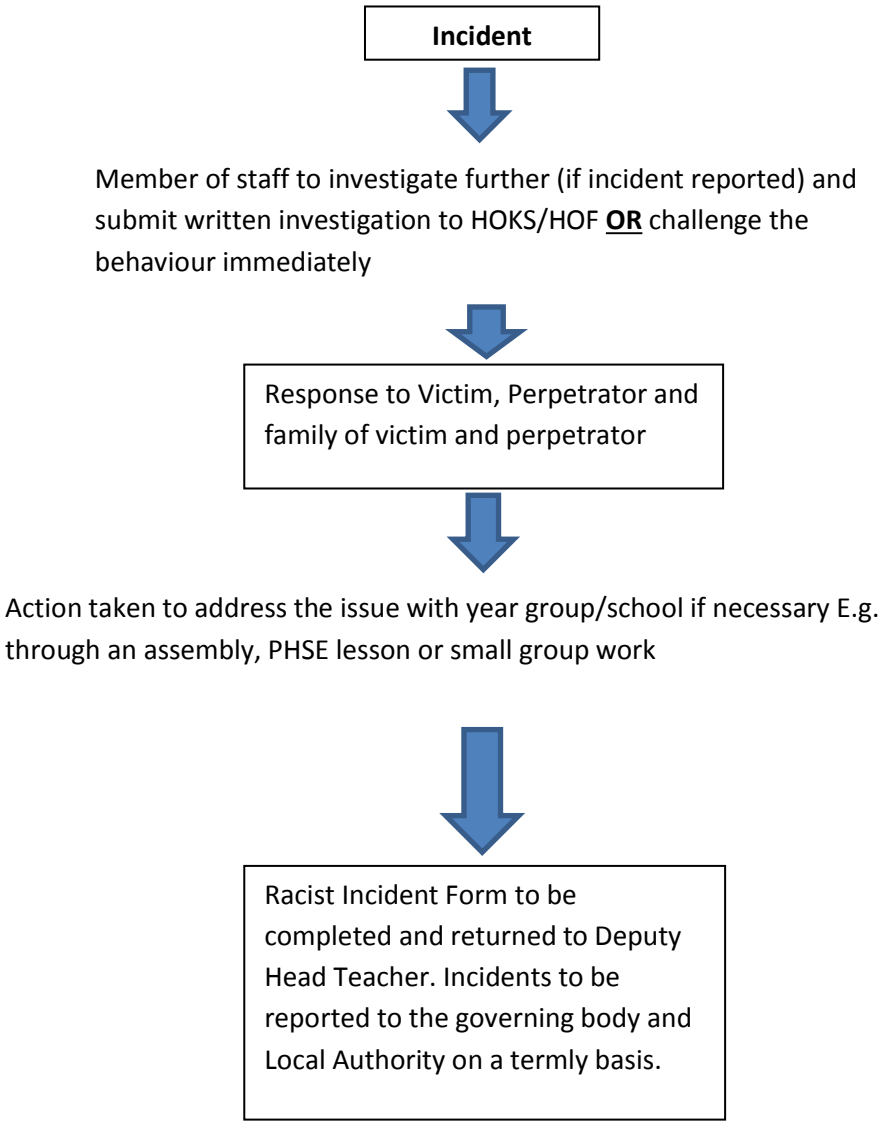
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or by any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, discriminatory or homophobic graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to a victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion.
- Attempts to recruit others to discriminatory groups and organisations.
- Ridicule of an individual for difference E.g. food, music, religion, dress etc.
- Refusal to co-operate with other peole on grounds of race, gender, disability or sexual orientation.

Responding to and reporting incidents



7). Review of Progress and impact of this Plan

In line with legislative requirements we will review progress against this equality Plan annually and review the entire plan and accompanying action plan on a three year cycle.

We make regular assessments of students learning and use this information to track student progress. As part of this process we regularly monitor achievement by ethnicity, gender and disability and ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

8). Publishing this Plan

In order to meet statutory requirements we will:

- Make sure hard copies of this plan are available
- Publish this Plan on our school website.

Policy Author: Miss Alison Naylor

Review Frequency: Every 2 years

Next Review Date: January 2017

Ratified by the Governors on: 28th January 2015

Signed: …….. …….(Chair of Governors)

Equality Action Plan 2015 -2016

Action	People involved	Timescale	Criteria for success	Training/development needs
Publish and promote the Equality Plan through the school Website and Staff Meetings	Head Teacher and SLT Website Manager	By October 6th 2015	Plan approved by SLT and Governors Plan meets legal requirements	N/A
To conduct student and parent/carer surveys (which include questions on equality)	Head Teacher and SLT Learning Managers HOKS	By 15th November 2015	To design appropriate questionnaires for students and parents/carers. HOKS to help ensure students complete Student Survey Parent/carer survey to be made available at Parent Surgeries from December 2015	N/A
To continue to identify, respond and report racist incidents as outlined in the plan. Report figures to the Governing Body and Local Authority on a termly basis.	Head Teacher Deputy Head All staff Governors Learning Managers HOKS	On going	Staff to be reminded of legal duty through a staff meeting. HOKS to discuss at tutor Meetings (Standing Agenda item) Form for reporting available on common staff and hard copies in staff room. Deputy Head to report all racist incidents to the LA. HOKS, teaching staff and Learning Managers to record all racist incidents on SIMs	N/A

Action	People involved	Timescale	Criteria for success	Training/development needs
To celebrate cultural events throughout the year and arrange 'themed' days and weeks such as 'Diversity Day' and draw awareness to celebrations for the protected strands (Disability, gender, race)	SLT PHSE/Ethics Co ordinator	On going	PHSE programme. Diversity represented through displays in classrooms and corridors, promotion of whole school events through tutor time, assemblies and displays. Speakers and assemblies To embed the new subject of Ethics into the Key Stage 3 curriculum	Sacre Conference for the PHSE/Ethics co ordinator
To continue to ensure all students are given the opportunity to make a positive contribution to the life of the school	All staff	On going	School Council representation monitored by gender, race, disability School Council to meet with Head Teacher on a termly basis Monitor participation in extra-curricular activities by keeping a register of participants and ensuring these are recorded on SIMs	Ongoing SIMs training to develop the use of the Behaviour management features and enabling more effective tracking of student participation.
To continue to embed differentiation into lesson plans for the new National Curriculum and new GCSE Syllabus' to further help PV (Potentially Vulnerable students) access the curriculum	All Teaching staff and TA's SENCO	On going	PV students continue to achieve in line with all students (See Raise on Line, SIMs data and GCSE results)	N/A

To look for and increase opportunities for cultural experiences for all students, including the disadvantaged at home and abroad to ensure students receive an outstanding Social. Moral, Spiritual and Cultural Education	All Staff including the PHSE/Ethics co ordinator	On going	India trip to run again for students in Key Stage 4 Iceland trip Visits to places of worship E.g. a mosque as part of the Ethics curriculum To increase participation of disadvantaged students in school visits through use of the pupil premium fund	N/A

Action Plan Author: Miss Alison Naylor

Review Frequency: Annually

Next Review Date: October 2016

Ratified by the Governors on: 1st October 2015

Signed: ……. …….(Chair of Governors)