

Equalities Information and Objectives



Approved by:	Board of Directors	May 2022
Signed by:	Chair of Directors	May 2022
Written by:	Jayne Conway, Deputy Head	Updated July 2024
Review	Equalities information annually Objectives every 4 years – review due 2026	

Equalities Information and Objectives

This information should be read in conjunction with the other policies published by the school, which all seek to ensure equality in every aspect of our work.

The Public Sector Equality Duty (PSED) requires the school to publish information about equalities.

The Equality Act 2010 clearly states that the following groups must be taken into account. Those identified in the following groups are considered to have a **protected characteristic**:

1. Age
2. Disability
3. Sex (gender)
4. Race (ethnicity)
5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation
8. Transgender
9. Marriage and Civil Partnership

The information published here is clearly linked to the three aims (General Duties) of the Public Sector Equality Duty that all schools aim to achieve.

At Fairfield High School, we are committed to ensuring equality of opportunity for all students, staff, parents and carers irrespective of the protected characteristics listed above. In addition, we are committed to ensuring equality of opportunity irrespective of socio-economic background.

- It is our aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in all aspects of school life, with strong mental health.
- We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which fosters respect for all adults and children in and out of our school community. For example, our 'See It, Name It, Stop It' campaign successfully empowers students to promote positive attitudes, including towards those with protected characteristics, and challenge derogatory behaviour. See Appendix 1 and 2.
- We believe that diversity is a strength that should be respected and celebrated by all those who are permanent or temporary members of our community.
- We ensure that all of our school policies are fair and do not discriminate against any students including those with Protected Characteristics in order to build a school environment that properly supports students and their mental health.
-

Equalities Information & Objectives

JEC

The Directors will:

- Ensure that the equality information and objectives as set out in this statement are published on the website and available to all staff, students and parents/carers, 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 Head Teacher.

Equality in Teaching and Learning

We provide all our students with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all students and preparing them for life in a diverse society, including students for whom English is not their first language.
- Using materials that reflect the diversity of the school, local community and wider world without stereotyping.
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice, for example, via the See It Name It Stop It campaign. See Appendix 1
- Providing opportunities for students to appreciate their own cultures and celebrate the diversity of other cultures.
- Seeking to involve all parents/carers in supporting their child's education.
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our students.

Equality in Admissions and Exclusions

Our admissions arrangements are fair and transparent and do not discriminate on the grounds of any of the protected characteristic or socio-economic background. Our admissions arrangements follow the Herefordshire Local Authority policy.

Exclusions are only used as a sanction for serious incidents and will always be in response to the *behaviour and actions* of an individual student. Exclusions are recorded as statutorily required and are monitored and analysed by the school and the DfE.

Equal Opportunities for Staff

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are keen to ensure that the staffing of the school reflects the diversity of our community.

We offer all staff equal access to development and training and comply fully with our legal duties and contractual obligations for all staff pay and conditions.

Equality Objectives:

To improve the attendance of all Disadvantaged students from 92.4% in 2019 (pre-COVID) to 95% by December 2025 by working closely with staff, parents and students:

- Highlighting attendance to attainment ratio in half termly assemblies (every day lost over a year means they are 2% less likely to get 5 strong passes at GCSE).
- Rewarding 100% attendance in each half term by sending letter home and giving students certificates to put in their personal folders.
- Rewarding those students who significantly improve their attendance with letters home and certificates.
- Using weekly meetings with DHT and LM to target Disadvantaged students with attendance below 95%
- Setting up meetings with students and their own Form Tutors/Learning Managers when attendance dips below 95%
- Holding Attendance Panels every half term with parents/carers (calendared as last week of each HT) involving Directors
- Distribution of penalty notices every time the criteria is triggered (10 sessions of absence in a 13 week period).

Appendix 1: 'See It, Name It, Stop It' poster on Wellbeing Boards in each classroom

Abusive, harmful or hurtful behaviour.



See it



Name it



Stop it

**If in doubt, speak
to a member of staff.**

Appendix 2: Protected Characteristics poster on Wellbeing Boards in each classroom

