

DRAFT EQUALITIES STATEMENT

1 Our commitment

Fairfield High School is committed to ensuring equality of opportunity and inclusivity for all members of our school community:

- pupils who attend the school,
- their families,
- those who are employed by the school,
- our visitors
- other users of school facilities and services.

We celebrate and value the diversity of our community. This is in line with our statement of core purpose and our core values (see Appendix A).

This commitment recognises that it is not enough to treat everyone the same: we aim to understand and address any barriers which could lead to unequal outcomes for different members of our community.

2 The law

Under the **Equality Act 2010** it is unlawful to discriminate against an individual because of their:

- age
- disability and health
- ethnicity and race
- gender
- gender identity and transgender reassignment
- marriage and civil partnership
- pregnancy and maternity
- religion and belief
- sexual orientation

These are known as **Protected Characteristics**.

In addition to the protected characteristics above, we include:

- children in care
- young carers
- pupils with special needs including high achievers, home language not English, stated
- pupils who are socio-economically disadvantaged
- Gypsy, Roma and children of traveller families.

As a school, we have a **general duty** to:

- consider how our policies and procedures impact on pupils and staff
- eliminate discrimination, harassment and victimisation
- advance equality of opportunity: being proactive in removing barriers, avoiding stereotypes, promoting equality at every opportunity
- foster good relationships between people who share and people with different protected characteristics.

We also have a **specific duty** or **Public Sector Equality Duty (PSED)** to:

- publish equality information which demonstrates compliance (annually)
- publish at least one specific equality objective (every four years)

3 Related policies

We recognise that equality and diversity are integral to all school activities and therefore the following policies will be monitored and reviewed in line with our Equalities Statement:

- All policies affecting pupils including:
 - Admissions procedure
 - Anti-bullying policy
 - Behaviour policy, including Rewards and Sanctions
- All policies affecting teaching including:
 - Curriculum Policy, including extra-curricular activities, assembly programme, PHSE
- All policies affecting staff including
 - Recruitment and selection, performance management, pay policy, leave of absence
- All general school policies including:
 - Health & Safety

4 Responsibility for equality

All members of the school community have a responsibility for supporting the equality agenda. Responsibilities are laid out as follows:

4.1 The Governing Body is responsible for ensuring that:

- the school complies with all relevant equalities legislation
- the Equalities Statement and Objectives are maintained and updated regularly
- procedures and strategies relating to equality are implemented
- on behalf of the governing body, the personnel and welfare committee has an overview of equalities issues.

4.2 The Headteacher and Senior Leadership Team are responsible for:

- providing leadership and vision in respect of equality, together with the governing body
- overseeing the implementation of the Equalities Statement and ensuring equality objectives are an integral part of the School improvement Plan and a part of all school policies and procedures
- co-ordinating the activities related to equality and evaluating impact

- ensuring that the whole school community is aware of, and complies with, the Equalities Statement
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking appropriate action in response to discriminatory incidents.

4.3 All staff are responsible for:

- dealing with incidents of discrimination and challenging bias and stereotyping
- not discriminating against groups or individuals with protected characteristics or those from the additional groups outlined in section 2 of this statement.

5 Monitoring and Review

The School Improvement Plan recognises the need to promote equality in the school community. The appropriate Senior Leadership Team member will work with the Personnel and Welfare Committee to ensure that equality of opportunity is implemented, monitored and reviewed.

5.1 Monitoring pupil performance

As part of the process of tracking pupils' progress, we monitor the performance of different groups, to ensure that all are making the best possible progress. We use this information to adjust future teaching and learning plans.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Resources are available to support groups of pupils where the information suggests that progress is not as good as it should be. The governing body receives regular updates on pupil performance.

5.2 Monitoring other indicators

We also monitor equality data on:

- admissions
- attendance
- exclusion and truancy
- incidents of discrimination
- all forms of bullying
- parental involvement

to inform our planning and interventions.

6 How we are meeting our commitment

6.1 To consider how our policies and procedures impact on pupils and staff

Currently:

- pupils and staff are consulted and asked for feedback on school policies and procedures: there is a school council made up of two elected pupils from each tutor group who represent the views of their peers. Staff meet every week.
- SLT review and update policies and procedures on a rolling schedule within one or two years, or sooner if required by changing circumstances.
- all policies and procedures are reviewed and approved by the governing body.

Issues:

Equality impact assessments (EIAs) have been recently introduced and will provide a more structured and formal method to demonstrate how we consider the impact on pupils and staff when introducing or updating policies and procedures. It is our intention to use the EIAs more widely to assess the impact of all proposed changes within the school.

Next steps:

- To ensure that an Equalities Impact Assessment is carried out for all policies, procedures and change proposals (See Objective 1)

6.2 To eliminate discrimination, harassment and victimisation**Currently we:**

- promote attitudes and values that will challenge discriminatory behaviour
- develop pupils' advocacy skills so that they can detect bias and challenge discrimination
- provide staff with training and development to increase awareness of the needs of different groups of pupils.
- train and support all staff, teaching and non-teaching, to be responsible for and deal with incidents of discrimination, challenging bias and stereotyping
- do not tolerate harassment or bullying. See anti-bullying policy.
- investigate disagreements and conflict between pupils.

Issues:

Analysis of data (2012-3/2013-14) has shown that girls' attendance has decreased compared with boys' and is now lower than the national average:

% Sessions missed due to overall absence 2012-13			% Sessions missed due to overall absence 2013-14		
	National	Fairfield		National	Fairfield
Female	5.90%	5.60%	Female	5.90%	7.86%
Male	5.60%	5.20%	Male	5.60%	6.19%

This is an example of a gap between groups with and without protected characteristics.

Next steps:

- To close the gap between protected and non-protected characteristics across all school activities (See Objective 2)

6.3 Advance equality of opportunity

Currently we:

- provide all our pupils with the opportunity to succeed, to the highest level they can achieve by:
 - ensuring **equality of access** for all pupils, making reasonable adjustments to accommodate individual needs and preparing them for life in a diverse society
 - use materials that reflect a range of cultural backgrounds and **challenge stereotypes**
 - ensure that the curriculum covers issues of equalities, diversity, religion, human rights and inclusion
 - provide opportunities for pupils to appreciate their own culture and religions and **celebrate the diversity** of other cultures
 - use a range of sensitive teaching strategies when teaching about different cultural and religious traditions
 - seek to involve all parents in supporting their child's education;
 - provide a range of educational visits and extra-curricular activities accessible to all
 - provide independent careers advice to all pupils
 - take account of the performance of all pupils groups when planning for future learning and setting challenging targets
 - provide opportunities for High Achieving pupils and for those with Special Educational Needs and English as an Additional Language.
- Advance equality of opportunity of employees by:
 - advertising all teaching and non-teaching posts formally and open to the widest pool of applicants
 - ensuring appraisals and target setting are fair
 - ensuring equal access to training and opportunities for promotion
 - undertaking to encourage the career development and aspirations of all individuals
 - provide staff with training and development to increase awareness of the needs of different groups of pupils.
 - develop positive role models and distribute responsibility among staff.
- Ensure accurate monitoring across all activities eg:
 - monitor the performance of different groups, to ensure that all are making the best possible progress, using this information to adjust future teaching and learning plans
 - support groups of pupils where the information suggests that progress is not as good as it should be, giving regular updates on pupil performance to the governing body
 - compare school performance information with national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

Issues:

Having monitored the uptake of GCSEs, it is clear that certain subjects have a better take up amongst boys than girls, for instance: PE and Engineering.

Next steps:

- To close the gap between protected and non-protected characteristics across all school activities (See Objective 2)

6.4 Foster good relationships between people with different protected characteristics

Currently we:

- respect the religious beliefs and practices of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice
- develop global citizenship at an individual and organisational level
- use assemblies to promote understanding of issues affecting those with protected characteristics
- organise extra-curricular activities, guest speakers, visits to develop interest in and understanding of issues affecting those with protected characteristics

Issues and next steps:

Under discussion.

Appendix A

Our statement of core purpose

The school will:

- work to release and develop the personal creativity of every individual within the learning community
- work to provide a challenging and stimulating education which responds to the needs of all students and ensures that each individual has the opportunity to achieve his/her potential - instil that all students should be courteous and prepared for learning; respect the rights of others and their surroundings and engage fully in their own learning
- promote and celebrate its unique ethos and identity through a commitment to equal opportunities and the development of the school as a high quality learning centre for all members of its community
- provide the opportunity for students to develop a sense of responsibility and strong values to assist them in becoming outstanding global citizens

The school will instil and exhibit the following core values:

- **Achievement** – includes attaining personal success in a range of human endeavours, pursuing individual excellence and displaying pride and satisfaction in personal achievement
- **Connectedness** – includes developing a sense of community through friendship, care, compassion, cooperation, acceptance, belonging and sharing
- **Creativity** – includes valuing original ideas, demonstrating enterprise and innovation, and engaging with and responding to the aesthetic qualities of the natural and constructed world
- **Equity** – includes developing tolerance and commitment to social justice, acknowledging diversity, respecting difference and encourage distinctiveness
- **Integrity** – includes acting honestly, ethically, and consistently
- **Resilience** – includes recognising strengths and maximising potential; developing self-management, self-confidence and self-respect; and nurturing optimism, perseverance and wellbeing

- **Responsibility** – includes accepting both individual and collective responsibility and contributing to sustainable community development