Equality Duty & Objectives

Reviewed: June 2026

Next Policy Review: June 2027
Next Objectives Review: June 2028

Fairfields School

Approved by Governors:

At Fairfields we believe:

Inclusion is at the heart of all we do.
Children learn best when teaching is memorable, purposeful and meaningful.
All children can achieve.
How children learn is as important as what children learn.
Children learn when they are happy and secure.

As part of our daily practice Fairfields School is committed to equality as an employer and service provider.

- We ensure everyone is treated fairly and with respect.
- We want to make our school safe, secure and stimulating place for all.
- We recognise different needs and understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them achieve and be successful.
- We try to make sure people from different groups are consulted and involved in decisions.
- We aim to make sure that no one experiences harassment or less favourable treatment because of their age, disability, ethnicity, colour, origin, gender, marital status, maternity status, religion or beliefs, sexual identify or orientation.

1. Aims

The Equality Act (2010) requires us to publish information that demonstrates that we have due regard for 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.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the daily achievement of the objectives to the headteacher.

The headteacher will:

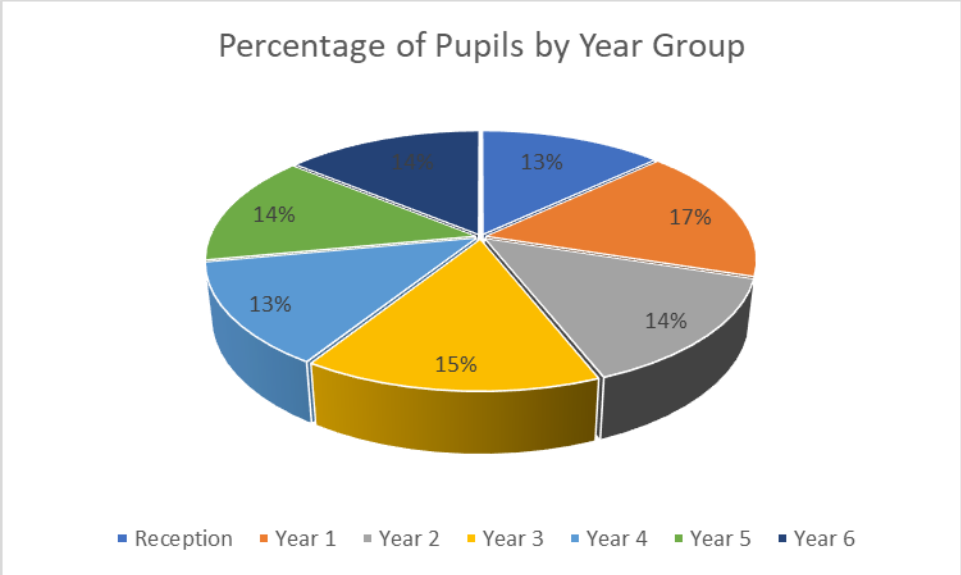
- Promote knowledge and understanding of the equality objectives amongst staff and pupils.
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to consider this document and work to achieve the objectives in section 10.

4. Information on the Pupil Population (June 2024)

Number of pupils on roll: 125

Age of Pupils: 4-11



Information on pupils by protected characteristics

The Equality Act (2010) protects people from discrimination based on protected characteristics. Every person has several protected characteristics, so the Act protects everyone against unfair treatment. In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Disability

The Equality Act defines disability as when a person has a "physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities".

Number of pupils with disabilities: 125. All pupils have an Education Health and Care Plan.

All pupils have severe or profound learning difficulties, typically one or more of the following:

- ASD
- ADHD
- Hearing impairment
- Visual impairment
- Physical impairment
- Medical needs
- Speech and language needs
- Sensory needs

Race

This includes colour, nationality and ethnic or national origin.

The largest single ethnic group is White British Pupils.

Ethnicity	%
Any other Asian background	2%
Any other Black background	1%
Any other White background	10%
Bangladeshi	2%

Black - Somali	7%
Gypsy/Roma	2%
Indian	3%
Info not obtained	2%
Other Black African	4%
Pakistani	5%
White - British	53%
White and Asian	2%
White and Black African	5%
White and Black Caribbean	2%

Sex/Gender

Male 65%
Female 35%

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils

- Pupils eligible for FSM **34%**
- Pupils with SEN **100%**
- Pupil Premium - Disadvantaged groups **34%**
- Pupils with EAL **25%**
- Looked after Children 2**%**

These totals are constantly changing and variable for each academic year.

We ensure all pupils have equal access to the curriculum and school activities offered. This is done through meeting each pupils individual needs and ensuring the appropriate provision is in place to enable them to make progress. There is little variance in progress between vulnerable groups and the rest of the school population; Male and Female, Children with Special Educational Needs, Black and Minority Ethnic groups, speakers of English as an Additional Language (EAL) and Children eligible for the Pupil Premium. The performance information for children in these groups demonstrate the inclusivity of the school.

However, we are far from complacent and remain focused upon ensuring that our response to the Public Sector Equality Duty is significant and effective in each of the three main elements.

How does Fairfields School comply with Public Sector Equality Duty?

5. Eliminating discrimination

- The 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.
    - Our SMSC policy and evidence base maps out how we encourage our pupils to be considerate and tolerant to each other.
    - Our behaviour policy sets out expectations of behaviour in school and how we manage that behaviour and how we tackle harassment or victimization should it occur.
    - PSHE is taught through our Physical Health and Wellbeing curriculum and covers feelings, needs and relationships, protective behaviours – explicitly and implicitly taught.

    - We encourage our pupils to be kind, thoughtful, and responsible with all their peers. We specifically teach tolerance and fairness.
    - It is our policy to address gender stereotyping between our pupils through teaching and careful explanation, at the language level appropriate to the pupil.
- 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 when required.
- Our school values underpin our everyday practice and emphasise fairness and caring and are regularly revisited with the pupils in assemblies etc.
- We have had no reported incidents of bullying related to any characteristic or equal opportunity in last 3 years.
- We take pride in being an equal opportunities employer and recruitment processes complies with discrimination law.

6. 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)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling staff who are Muslim time 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 activities)

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

- Publish progress information 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)
- Classes are grouped according to chronological, integrated classes rather than needs based.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.
- All school activities and trips are equally accessible to all pupils ensuring equal opportunities. We ensure through risk assessment and planning that all pupils can access curriculum in a meaningful way.
- All teachers are trained to work with all pupils – staff move around frequently to ensure versatility, without creating insecurity for pupils.
- Resources are provided to enable pupils to access their learning at an appropriate developmental level, which includes their physical access to learning.

7. Fostering good relations

The 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, SMSC and personal, social and health

(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.

- Working with our local community e.g. visiting local religious buildings. The definition of community for our pupils is challenging for us, as most do not live within the environment of the school but travel on transport, we ensure the pupils have a high profile in the local community through events e.g. art project at Saints, sports events with Lions, links to primary schools. Regular day trips e.g. farms, salcey forest, shops, and visits to school by police fire. Also provide outreach support to schools across the county which raises the profile of our pupils.
- We ensure that equality and diversity are embedded in the curriculum and collective worship.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- We role model expected behaviours. Our staff professional code of conduct sets high expectations in this regard.
- Our family support worker is highly involved with our families especially when support is required for translation and interpretation. For our most able pupils, there would be responsive support and discussion if there was disharmony between individuals from the different protective characteristic groups.

8. Equality considerations in decision-making

The 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 boys and girls

10. Monitoring arrangements

The governing body of Fairfields School will update the equality information we publish, described above, at least every year.

The equality objectives will be reviewed by the governing body of Fairfields School at least every 4 years.

This document will be approved by the Governing Body of Fairfields School.

11. Links with other policies

Fairfields School has a range of policies which make explicit the long-established commitment to actively promote equality of opportunity for all, these include but are not limited to:

- Equality Policy
- SEND Policy
- Behaviour and Antibullying Policy
- Accessibility Plan

Equality objectives

Fairfields School is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, religion or socio-economic background.

In order to support pupils, raise standard and ensure inclusivity, we have set the following equality objectives:

Objective	Why we have chosen this objective:	To achieve this objective we plan to:	Progress we are making towards this objective:	
			Impact Review: 25/26	Impact Review: 26/27
To monitor and analyse pupil achievement by significant groups and act on any trends or patterns in the data that require additional support for pupils	We want to continue to ensure that children's learning isn't impacted negatively due to their race, gender and disability. The school population is growing and we want to ensure that progress and achievement of all of our pupils and young people is as high as possible. It is extremely pertinent to ensure policies and procedures do not disadvantage any one group over others.	• Annual analysis of teacher assessments data demonstrates no variable difference between different groups being monitored. • Pupil progress discussions support developments in learning enabling teachers to come up with creative ways of supporting children to over come specific barriers	The analysis from the academic year 25/26 demonstrated that there was little variation between different vulnerable groups of pupils. The disabilities and special education needs which these children experience are the primary barrier to progress and achievement that we must support our pupils to overcome. The data demonstrates that we ensure the pupils are not doubly disadvantaged within our setting.	
To enhance engagement with all our families but particularly those with English as an Additional Language	Due to the location of our school and the distance some families have to travel, engagement off all our families can be challenging. We want to ensure all our families feel a part of the Fairfields	• To encourage all families but specifically those with EAL to engage in school events • Identify a range of ways families can engage with school and encourage them to engage in at least one. • Engage with different support networks and service to ensure we are up to date with the	As a school we have recently appointed an Assistant Family Support Worker. As part of this new role we will be looking at enhancing the engagement of our hard-to-reach families. This year we have accessed an interpreter service for a number of families which	

	community and parents are involved in their child's learning.	different support available for our families, inviting them to attend school events where appropriate	has really improved our communication especially around complex topics e.g. health needs.	
To monitor pupils attendance and ensure there is no difference between attendance of pupils regardless of race or ethnicity.	To continue to ensure all pupils have good attendance across the year and where there is poor attendance, appropriate levels of challenge and support are given.	• Regular review and update of the attendance policy and monitoring arrangements. • Teachers, Office staff, family support worker and Headteacher to be involved in improving attendance in line with the policy. • Attendance to be discussed at DSL meetings. • Communication with families to ensure they are aware of the expectations with attendance.	Attendance data is scrutinised half termly. While there are a number of issues impacting the attendance of some of our pupils, this doesn't currently appear to be related to race or ethnicity. This is mainly due to illness and complex health needs. Key personnel is now in place to support the work around attendance, including our assistant family support worker to work collaboratively in improving attendance, systems and processes are being refined during the summer term ready for consistent implementation from September. Attendance is an agenda item on our DSL agenda. Parent are communicated regarding attendance via a range of different means including newsletters, phone calls and meetings.	
To continue to develop practices that support neurodiversity	To continue to ensure that our practice is moving forward and reflects the current	• Access staff training to update knowledge, skills and strategies related to neurodiversity.	As a school the Partnerships for Inclusion of Neurodiversity in Schools (PINS) project was explored	

	understanding around neurodivergence. This should be reflected in our practice with pupils and with the wider workforce.	• Evaluate our school culture and practice to ensure reflects our inclusive ethos and supports members of our school community who are neurodivergent, raising awareness and understanding and making reasonable adaptations where necessary.	this academic year, however it was determined that this wasn't appropriate as it was designed for mainstream settings. We are continuing to look for CPD which would be appropriate for our setting.	