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| **Protected Characteristic** | **Aims of the general duty** |
|  | **What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?** | **How do we advance equality of opportunity between people who share a protected characteristic and those who do not?** | **How do we foster good relations between people who share a protected characteristic and those who do not?** |
| **Race** | Data on admissionsData from recruitmentTermly updates on racial incidents to Full governing Body (FGB)Evidence of action taken to tackle racial incidentsRigorously planned PSHE & Relationships curriculum that promotes tolerance | School Vision celebrates differenceStrong leadership of PSHE and Relationships curriculum areaWider curriculum linked to school visionAssembliesPolicies | School Vision celebrates differenceStrong leadership of PSHE and Relationships curriculum areaWider curriculum linked to school visionAssembliesExcellent links/relationships with familiesPSA |
| **Disability** | School policiesInclusive practicesGood results for SEND pupilsFeedback from parents/carersFeedback from outside agencies | Strong focus on SEND pupils – inclusive practicesTracking of progressRaising of attainment – high expectationsStrong financial commitment to supporting all pupils/staff | Excellent links/relationships with parentsStrong leadership of SENDSkilled staff (teachers and TAs)School VisionAssembliesCurriculum |
| **Gender** | Data on admissionsData from recruitmentTracking data | Admissions and recruitment processesPoliciesCurriculumSupport for boys in EnglishPromotion of STEM for girls | School VisionLinks with parentsAssembliesEngaging with outside agenciesSTEM Club |
| **Gender Reassignment** | Inclusive practicesAdmissions processRecruitment processPolicies | School VisionPoliciesCurriculum that celebrates tolerance and difference | School VisionLinks with parentsAssemblies |
| **Pregnancy and Maternity** | Policy for expectant parentsHR policiesReasonable adjustments in place to supportRisk assessmentsStaff feedback/voice | Continued good practicePaternity Leave | Following policiesContinuing to make reasonable adjustments to ensure parents are supported at workSchool values/vision |
| **Age** | Employment/recruitment process | Employment/recruitment process | Fair application of policies and proceduresSchool vision |
| **Religion and Belief** | Admissions processRecruitment processParent/ carer/ staff & pupil voice | School visionCurriculumCelebration of differences in assemblies | School Vision celebrates differenceStrong leadership of PSHE and Relationships curriculum areaWider curriculum linked to school visionAssembliesExcellent links/relationships with familiesPSA |
| **Sexual Orientation** | School policiesInclusive practicesRecruitment processTermly report to FGB of incidents | School visionCurriculumCelebration of differences in assemblies | School Vision celebrates differenceStrong leadership of PSHE and Relationships curriculum areaWider curriculum linked to school visionAssembliesExcellent links/relationships with familiesPSA |

**Fairfield Primary School Equality Objectives**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence and focus on those areas where we have agreed to act to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

1. **To strive towards good and outstanding progress for all groups across the school by narrowing gaps**. Of particular concern in school are:
* Boys’ performance in English is weaker than girls. Although our boys tend to perform better than boys nationally, they still enter Year 7 further behind than our girls.
* SEND pupils, although they make good progress compared to SEND pupils nationally, our SEND pupils could still improve further. We currently have a strong focus on children with speech and language difficulties and children with hearing impairment. To support these groups we are investing in support and training for staff.
* Girls have typically professed slightly less interest and confidence in STEM subjects. We would like to increase the numbers of girls performing well in STEM subjects and increase participation in STEM activities (e.g. Science Club)
1. **To reduce the numbers of incidents that stem from ignorance and intolerance**. After a two-year decline in the numbers of homophobic and racially motivated incidents in school (from an already very low number), there seems to have been a slight increase. All such incidents will be robustly challenged and dealt with and an additional emphasis will be placed on promoting tolerance through our new PSHE & Relationships curriculum.
2. **To encourage pupils to consider non-stereotyped career options.** Some of our boys are less likely to consider careers where males are traditionally under-represented (e.g. caring professions). Some of our girls are less likely to consider careers in which females are traditionally under-represented (e.g. STEM; leadership roles; business). All pupils to be supported to consider a range of futures by giving them access to a genuinely broad and balanced curriculum that promotes a love of learning, a sense of self, and the ambition and inner strength to pursue goals.