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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 admissions  Data from recruitment  Termly updates on racial incidents to Full governing Body (FGB)  Evidence of action taken to tackle racial incidents  Rigorously planned PSHE & Relationships curriculum that promotes tolerance | School Vision celebrates difference  Strong leadership of PSHE and Relationships curriculum area  Wider curriculum linked to school vision  Assemblies  Policies | School Vision celebrates difference  Strong leadership of PSHE and Relationships curriculum area  Wider curriculum linked to school vision  Assemblies  Excellent links/relationships with families  PSA |
| **Disability** | School policies  Inclusive practices  Good results for SEND pupils  Feedback from parents/carers  Feedback from outside agencies | Strong focus on SEND pupils – inclusive practices  Tracking of progress  Raising of attainment – high expectations  Strong financial commitment to supporting all pupils/staff | Excellent links/relationships with parents  Strong leadership of SEND  Skilled staff (teachers and TAs)  School Vision  Assemblies  Curriculum |
| **Gender** | Data on admissions  Data from recruitment  Tracking data | Admissions and recruitment processes  Policies  Curriculum  Support for boys in English  Promotion of STEM for girls | School Vision  Links with parents  Assemblies  Engaging with outside agencies  STEM Club |
| **Gender Reassignment** | Inclusive practices  Admissions process  Recruitment process  Policies | School Vision  Policies  Curriculum that celebrates tolerance and difference | School Vision  Links with parents  Assemblies |
| **Pregnancy and Maternity** | Policy for expectant parents  HR policies  Reasonable adjustments in place to support  Risk assessments  Staff feedback/voice | Continued good practice  Paternity Leave | Following policies  Continuing to make reasonable adjustments to ensure parents are supported at work  School values/vision |
| **Age** | Employment/recruitment process | Employment/recruitment process | Fair application of policies and procedures  School vision |
| **Religion and Belief** | Admissions process  Recruitment process  Parent/ carer/ staff & pupil voice | School vision  Curriculum  Celebration of differences in assemblies | School Vision celebrates difference  Strong leadership of PSHE and Relationships curriculum area  Wider curriculum linked to school vision  Assemblies  Excellent links/relationships with families  PSA |
| **Sexual Orientation** | School policies  Inclusive practices  Recruitment process  Termly report to FGB of incidents | School vision  Curriculum  Celebration of differences in assemblies | School Vision celebrates difference  Strong leadership of PSHE and Relationships curriculum area  Wider curriculum linked to school vision  Assemblies  Excellent links/relationships with families  PSA |

**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.