

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?
<b>Race</b>	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
<b>Disability</b>	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
<b>Gender</b>	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
<b>Gender Reassignment</b>	Inclusive practices Admissions process Recruitment process Policies	School Vision Policies Curriculum that celebrates tolerance and difference	School Vision Links with parents Assemblies
<b>Pregnancy and Maternity</b>	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
<b>Age</b>	Employment/recruitment process	Employment/recruitment process	Fair application of policies and procedures School vision
<b>Religion and Belief</b>	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
<b>Sexual Orientation</b>	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)
2. **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.
3. **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.

**This document was originally produced in January 2020. This document was reviewed September 2021 and again in September 2022. It will be reviewed annually (or more frequently if required) and our objectives will be updated, added to, or changed as the needs of our community change.**