



## EQUALITY INFORMATION AND OBJECTIVES - PUBLICATION

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### 1. EQUALITY OF OPPORTUNITY STATEMENT

- 1.1. Fairfax Academy is a safe, inclusive and creative environment. A happy, positive, vibrant and forward-thinking community where each child and adult is valued, and able to learn and achieve.
- 1.2. Fairfax Academy recognises that by valuing and promoting equality and diversity for all students, employees, job applicants, associates and parents/carers, and avoiding unlawful discrimination in employment and delivery of service, we will be able to deliver first class education.
- 1.3. Fairfax Academy stands against all forms of discrimination on the grounds of ethnic origin, religion, gender, sexual orientation or disability. The academy recognises all the protected characteristics outlined by the Equalities Act 2010. Fairfax Academy believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.
- 1.4. Fairfax Academy recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- 1.5. Fairfax Academy promotes equality of opportunity across the whole academy, both within and outside the curriculum, amongst students, employees, associates and parents/carers. Under the general public sector equality duty under the Equality Act 2010, Fairfax Academy will have due regard to the need to:
  - 1.5.1. Eliminate discrimination, harassment and victimisation.
  - 1.5.2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
  - 1.5.3. Foster good relations between people who share a protected characteristic and those who do not.
  - 1.5.4. Ensure admissions procedure is fair and equitable to all students.
- 1.6. In compiling this equality information Fairfax has:
  - 1.6.1. Identified evidence already in the academy of equality within policies and practice and identified gaps.
  - 1.6.2. Examined how our academy engages with the protected groups, identifying where practice could be improved.
  - 1.6.3. Analysed our effectiveness in terms of equality.

### 2. FORMS OF DISCRIMINATION

- 2.1. Discrimination can come in one of the following forms:
  - 2.1.1. Direct discrimination, which is treating someone with a protected characteristic less favourably than others
  - 2.1.2. Indirect discrimination, which is putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage.
  - 2.1.3. Harassment, which is unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them.

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- 2.1.4. Victimization, which is treating someone unfairly because they have complained about discrimination or harassment.

### 3. **ACADEMY PROFILE BY GROUPS (Feb 2018)**

#### 3.1. Fairfax Student Population

#### 4. Gender

Year	Male	Female	Totals
7	127	123	250
8	143	105	248
9	132	116	248
10	116	125	241
11	105	99	204
12	41	70	111
13	57	65	122
Total	127	123	250

#### 5. Ethnicity

Ethnicity	number of students	%
White - British	1072	75.3
White and Black Caribbean	65	4.6
Black Caribbean	58	4.1
Indian	51	3.6
Other Pakistani	31	2.2
White Other	26	1.8
Other Black African	21	1.5
White and Asian	21	1.5
Refused	11	0.8
Other mixed background	10	0.7
Bangladeshi	9	0.6
Kashmiri Pakistani	9	0.6
Other ethnic group	8	0.6
White Western European	7	0.5
White and Black African	5	0.4
Chinese	4	0.3
Other Asian	4	0.3
Afghan	2	0.1
Any other Black background	2	0.1
Asian and Black	2	0.1
Black - Somali	2	0.1
Kurdish	1	0.1
Sri Lankan Other	1	0.1
White - Irish	1	0.1
[Refused]	1	0.1

#### 6. Disability

Where students have more than one disability then the 1<sup>st</sup> disability stated on the Special Educational Needs Register has been used.

Disability	Number of students
Dyslexia	36
ASC	24

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Physical disability	17
Visual Impairment	7
Other	7
ADHD / ADD	6
Hearing Impairment	5

## 7. Religion/ Beliefs

Religion	Number of Students
Christian	771
No Religion	430
Refused	91
Muslim	73
Sikh	28
Other Religion	17
Hindu	11
Buddhist	3

## 8. Sexual orientation, gender identity or reassignment.

No data is kept on the sexual orientation of our students. However, as an academy we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender students

## 9. Data on the Fairfax Workforce

### 10. Gender

Teaching Staff	Total
Female	73
Male	26
Total	99

Support Staff	Total
Female	51
Male	14
Total	65

All Staff	Total
Female	124
Male	40
Total	164

### 11. Ethnicity of the school workforce:

Ethnicity	Number
White British	146
Black or Black British, Caribbean	4
White or any other white background	1
Asian or Asian British, Indian	2
Asian or Asian British, any other Asian Background = 1	2
AsiaDn or Asian British, Pakistani	1
Asian or Asian British, Bangladeshi	0
Black or Black British, African	2
Mixed, any other mixed background	5

**We have one member of staff that didn't wish to give us this information**

### 12. Disability Status of the school workforce: 1

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### 13. Sexual orientation, gender identity or reassignment.

No data is kept on the sexual orientation of our staff. However, as an academy we are aware that there may be a number of equality issues for gay, lesbian, bisexual and transgender students

### 14. Application for flexible working

Effective from 1/9/18 = 5

#### 14.1.1. Ethnicity

Ethnicity	number of students	%
White - British	1072	75.3
White and Black Caribbean	65	4.6
Black Caribbean	58	4.1
Indian	51	3.6
Other Pakistani	31	2.2
White Other	26	1.8
Other Black African	21	1.5
White and Asian	21	1.5
Refused	11	0.8
Other mixed background	10	0.7
Bangladeshi	9	0.6
Kashmiri Pakistani	9	0.6
Other ethnic group	8	0.6
White Western European	7	0.5
White and Black African	5	0.4
Chinese	4	0.3
Other Asian	4	0.3
Afghan	2	0.1
Any other Black background	2	0.1
Asian and Black	2	0.1
Black - Somali	2	0.1
Kurdish	1	0.1
Sri Lankan Other	1	0.1
White - Irish	1	0.1
[Refused]	1	0.1

### 15. EQUALITY OBJECTIVES

- 15.1. To ensure that from each different starting point, the proportions of each group of students, making and exceeding expected progress in English and mathematics, are high compared to national figures.
- 15.2. To ensure substantial improvement in progress for disadvantaged students so that progress is rising across the curriculum.
- 15.3. To ensure that no groups of students with a protected characteristic are disadvantaged by low attendance and that the attendance of students who have previously had exceptionally high rates of absence is rising quickly towards national averages.
- 15.4. To ensure that all aspects of the school curriculum are equally accessible to all students including educational visits and journeys; lunchtime activities; PE and dance and assemblies.
- 15.5. To ensure the Academy responds promptly and appropriately to all incidents of racist behaviour, victimisation and harassment of any protected characteristic.
- 15.6. To ensure the academy environment promotes diversity.

### 16. EXAMPLES OF HOW WE HAVE PROMOTED EQUALITY THROUGH TEACHING AND LEARNING

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- 16.1. We provide all our students with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning does for example:
- 16.1.1. Provide a curriculum which emphasises the positive aspects of all cultures and give students the confidence that discrimination must and can be eradicated.
  - 16.1.2. Provide equality of access for all students and prepare them for life in a diverse society for example all trips are fully inclusive.
  - 16.1.3. Make best use of all available resources to support the learning of all groups of students and avoid in teaching, reinforcing stereotypical views of society by careful use of language and choice of resources.
  - 16.1.4. Promote a positive image of and attitude towards disability and disabled people.
  - 16.1.5. Promote an understanding of a variety of cultures, valuing their positive contribution in the community and adopting the view that cultural diversity is a positive advantage.
  - 16.1.6. Promote attitudes and values that will challenge discriminatory behaviour.
  - 16.1.7. Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality as evidenced in lessons.
  - 16.1.8. Provide opportunities for students to appreciate their own culture, faith as well as celebrate the diversity of other cultures. Where appropriate, teachers will recognise value and sensitively share the experiences of the students themselves as they are often the most important multi-cultural resource within the classroom.
  - 16.1.9. Provide educational visits and extended learning opportunities that involve all student groups for example D of E.
  - 16.1.10. Take account of the performance of all students when planning for future learning and setting challenging targets.
  - 16.1.11. Ensure that all students regardless of gender, ethnic origin, religion, sexual orientation or disability have opportunities to participate in extra-curricular activities, unless the activities are agreed by all parties to be appropriate or available to only one gender (e.g. sports teams and house events are monitored).
  - 16.1.12. Recognise, within our teaching, the contributions to the development of science, technology and the arts which have been made by different cultures within lessons e.g. in science Rosalind Franklin is taught along with Watson and Crick.
  - 16.1.13. Recognise the experiences and cultural diversity within our local community and work in partnership with them and use them as valuable resources to help educate our students for example LGBT assembly.
  - 16.1.14. Contribute towards a sense of 'Britishness' for example Academy council.
- 16.2. All faculties will regularly review schemes of work in light of this policy.

## **17. ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

- 17.1. All members of staff (including support staff) have a responsibility to promote equality. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.
- 17.2. Fairfax Academy will keep a record of all prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at the academy and how they have been/are being dealt with.

## **18. BEHAVIOUR, DISCIPLINE AND EXCLUSIONS**

- 18.1. Our procedures for disciplining students and managing behaviour are fair and applied equally to all students irrespective of any protected characteristics. All procedures for excluding and reintegrating students are free from any type of discrimination. These are monitored regularly by the Leadership Team.

## **19. PROGRESS, ATTAINMENT AND ASSESSMENT**

- 19.1. The Leadership Team, Directors of Faculty and Heads of House undertake assessment analysis on a regular basis. Any findings related to the underachievement of either gender/ethnic group is highlighted and they are targeted for support as appropriate.

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## **20. ADMISSIONS AND ATTENDANCE**

- 20.1. Fairfax follows the LA guidelines on admissions, which are fair to all groups.
- 20.2. Fairfax promotes student attendance and uses data to develop strategies to address poor attendance. It is aware in some cases absenteeism may be linked to a protected characteristic.

## **21. ACCESSIBILITY PLAN**

- 21.1. The academy is aware of the reasonable adjustment duty for disabled students which is designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- 21.2. The academy produces an accessibility plan in which it sets out how Fairfax will improve accessibility to the site for all staff, students and visitors. The plan is written in conjunction with stakeholders every three years, is monitored regularly and is reviewed yearly to ensure all outcomes are achieved.

## **22. STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT**

- 22.1. Recruitment and selection procedures are consistent with the equality legislation. Advertising will state that we are an equal opportunities employer and we will appoint the best candidate for the job.
- 22.2. We ensure that all staff, including Support Staff and Associates, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **23. FOSTERING GOOD RELATIONS WITH PARENTS, CARERS AND THE COMMUNITY.**

- 23.1. All parents/carers are encouraged to be part of the life of the academy. The values of 'sinceritas laboris' and 'All of us, all of the time' are positively promoted to avoid any stereotyping or discrimination.

## **24. ROLES AND RESPONSIBILITIES**

- 24.1. Promoting equality is the responsibility of the whole academy community, including support staff, students and parents. These duties are made clear in our policies which are made available to all staff. New and temporary staff to the academy will be made aware of this academy policy via the induction programme.
- 24.2. All staff are expected to:
  - 24.2.1. Promote an inclusive and collaborative ethos in their classroom.
  - 24.2.2. Deal with any prejudice-related incidents that may occur.
  - 24.2.3. Plan and deliver lessons that reflect the principles of this policy.
- 24.3. The Head of Academy is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Head of Academy and Leadership Team will demonstrate through their personal leadership the importance of this policy. They will:
  - 24.3.1. Ensure that all staff are aware of the policy and understand their role and responsibility in relation to it.
  - 24.3.2. Ensure that, where additional funding is available for raising the achievement of specific groups, the additional resources are used appropriately and targeted on the basis of identified need for this purpose.
- 24.4. Curriculum and key stage subject leaders will be responsible for reviewing and monitoring curriculum policies and schemes of learning to ensure that equality is promoted.
- 24.5. The Associates are responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures, as appropriate are implemented.

## **25. REVIEWING THIS POLICY**

- 25.1. Progress against equality objectives will be reviewed by the Associates annually and updated every four years.

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## **26. RELATED POLICIES AND STATUTORY DOCUMENTS**

### **26.1. Academy policies:**

- 26.1.1. Attendance Policy
- 26.1.2. Admission Arrangements
- 26.1.3. Accessibility Plan
- 26.1.4. Anti Bullying Policy
- 26.1.5. Child Protection Policy
- 26.1.6. E Safety Policy
- 26.1.7. Educational Visits and Transport Policy
- 26.1.8. Exclusion Policy
- 26.1.9. Supporting Students with Medical Condition Policy
- 26.1.10. Academy Behaviour and Discipline Policy
- 26.1.11. Special Educational Needs and Disabilities Policy
- 26.1.12. Whistle blowing Guidance

### **26.2. Statutory Documents:**

- 26.2.1. Equalities Act 2010
- 26.2.2. UN Convention on the Rights of the Child
- 26.2.3. UN Convention on the Rights of People with Disabilities
- 26.2.4. Human Rights Act 1998.

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