



Equality Information and Objectives - Publication

Fairfax Academy Part of Fairfax Multi-Academy Trust

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Date Ratified:	2 October 2023
Review Date:	October 2025

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 the protected characteristics outlined by the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. 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.
 - 2.1.4. Victimisation, which is treating someone unfairly because they have complained about discrimination or harassment.

Gender

3. ACADEMY PROFILE BY GROUPS (June 2022)

3.1. Fairfax Student Population is currently 1577

3.2. Gender

Year Group	Male	Female	Total
Year 07	148	114	262
Year 08	136	126	262
Year 09	157	121	278
Year 10	122	130	252
Year 11	115	133	248
Year 12	35	66	131
Year 13	74	70	144
Totals	817	760	1577

3.3 Ethnicity Religion

	No. Students	%
Buddhist	9	0.6%
Christian	738	46.8%
Hindu	18	1.1%
Muslim	82	5.2%
No Data	1	0.1%

No Religion	577	36.6%
Other Religion	18	1.1%
Refused	99	6.3%
Sikh	35	2.2%
Total	1577	

3.3 Ethnicity

	No. Students	%
Afghan	2	0.1%
Any other Black background	11	0.7%
Arab	3	0.2%
Asian and Black	4	0.3%
Bangladeshi	7	0.4%
Black – Somali	6	0.4%
Black Caribbean	63	4.0%
Chinese	14	0.9%
Indian	56	3.6%
Information Not Yet Obtained	2	0.1%
Kashmiri other	1	0.1%
Kashmiri Pakistani	4	0.3%
Other Asian	18	1.1%
Other Black African	28	1.8%
Other ethnic group	18	1.1%

Other mixed background	16	1.0%
Other Pakistani	31	2.0%
Refused	32	2.0%
Sri Lankan Other	3	0.2%
Vietnamese	1	0.1%
White – British	1113	70.6%
White – Irish	3	0.2%
White and Asian	30	1.9%
White and Black African	9	0.6%
White and Black Caribbean	64	4.1%
White Other	26	1.6%
White Western European	12	0.8%
Total	1577	

3.4 Disability

There students have more than one disability then the 1st disability stated on the Special Educational Needs Register has been used.

Disability	Number of students
Dyslexia	19
ASC	21
Physical disability	19
Visual Impairment	5
Other	5
ADHD / ADD	28
Hearing Impairment	5

3.5 Religion/ Beliefs

	No. Students	%
Buddhist	9	0.6%
Christian	738	46.8%
Hindu	18	1.1%
Muslim	82	5.2%
No Data	1	0.1%
No Religion	577	36.6%
Other Religion	18	1.1%
Refused	99	6.3%
Sikh	35	2.2%
Total	1577	

4 Sexual orientation, gender identity or reassignment.

No data is kept on the sexual orientation, gender identity or reassignment of our students.

5.1 Gender

Teaching Staff	Total
Female	60
Male	24
Total	84

Support Staff	Total
Female	42

Male	10
Total	52

All Staff	Total
Female	102
Male	34
Total	136

5.2 Ethnicity of the school workforce:

Ethnicity	Number
Asian or Asian British Pakistani	2
Asian or Asian British	3
Black or Black British, Any other Black background	5
Black or Black British, Caribbean	1
Indian	9
Mixed, White and Black Caribbean	1
Not Obtained	2
White, any other White Background	50
White, British	56
White, English	7

5.3 Disability Status of the school workforce: 2

5.4 Sexual orientation, gender identity or reassignment.

No data is kept on the sexual orientation, gender identity or reassignment of our staff.

5.5 Application for flexible working

Effective from 01/01/2022 = 1

5 EQUALITY OBJECTIVES

- 5.1 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.
- 5.2 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.
- 5.3 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.
- 5.4 To ensure the Academy responds promptly and appropriately to all incidents of racist behaviour, victimisation and harassment of any protected characteristic.
- 5.5 To ensure the academy environment promotes diversity.

6 EXAMPLES OF HOW WE HAVE PROMOTED EQUALITY THROUGH TEACHING AND LEARNING

- 6.1 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:
 - 6.1.1 Provide a curriculum which emphasises the positive aspects of all cultures and give students the confidence that discrimination must and can be eradicated.
 - 6.1.2 Provide equality of access for all students and prepare them for life in a diverse society for example all trips are fully inclusive.
 - 6.1.3 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.
 - 6.1.4 Promote a positive image of and attitude towards disability and disabled people.
 - 6.1.5 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.
 - 6.1.6 Promote attitudes and values that will challenge discriminatory behaviour.
 - 6.1.7 Develop students' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality as evidenced in lessons.
 - 6.1.8 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.

- 6.1.9 Provide educational visits and extended learning opportunities that involve all student groups for example D of E.
 - 6.1.10 Take account of the performance of all students when planning for future learning and setting challenging targets.
 - 6.1.11 Ensure that all students regardless of any protected characteristics have the 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).
 - 6.1.12 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.
 - 6.1.13 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.
 - 6.1.14 Contribute towards a sense of 'Britishness' for example Academy council.
- 6.2 All faculties will regularly review schemes of work in light of this policy.

7 ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

- 7.1 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.
- 7.2 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.

8 BEHAVIOUR, DISCIPLINE AND EXCLUSIONS

- 8.1 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.

9 PROGRESS, ATTAINMENT AND ASSESSMENT

- 9.1 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.

10 ADMISSIONS AND ATTENDANCE

- 10.1 Fairfax follows the LA guidelines on admissions, which are fair to all groups.
- 10.2 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.

11 ACCESSIBILITY PLAN

- 11.1 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.
- 11.2 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.

12 STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

- 12.1 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.
- 12.2 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.

13 FOSTERING GOOD RELATIONS WITH PARENTS, CARERS AND THE COMMUNITY.

- 13.1 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.

14 ROLES AND RESPONSIBILITIES

- 14.1 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.
- 14.2 All staff are expected to:
- 14.2.1 Promote an inclusive and collaborative ethos in their classroom.
 - 14.2.2 Deal with any prejudice-related incidents that may occur.
 - 14.2.3 Plan and deliver lessons that reflect the principles of this policy.
- 14.3 The Principal 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 Principal and Leadership Team will demonstrate through their personal leadership the importance of this policy. They will:
- 14.3.1 Ensure that all staff are aware of the policy and understand their role and responsibility in relation to it.
 - 14.3.2 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.
- 14.4 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.

14.5 The Associates are responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures, as appropriate are implemented.

15 REVIEWING THIS POLICY

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

16 RELATED POLICIES AND STATUTORY DOCUMENTS

16.1 Academy policies:

- 16.1.1 Attendance Policy
- 16.1.2 Admission Arrangements
- 16.1.3 Accessibility Plan
- 16.1.4 Anti Bullying Policy
- 16.1.5 Child Protection Policy
- 16.1.6 E Safety Policy
- 16.1.7 Educational Visits and Transport Policy
- 16.1.8 Exclusion Policy
- 16.1.9 Supporting Students with Medical Condition Policy
- 16.1.10 Academy Behaviour and Discipline Policy
- 16.1.11 Special Educational Needs and Disabilities Policy
- 16.1.12 Whistle blowing Guidance

16.2 Statutory Documents:

- 16.2.1 Equalities Act 2010
- 16.2.2 UN Convention on the Rights of the Child
- 16.2.3 UN Convention on the Rights of People with Disabilities
- 16.2.4 Human Rights Act 1998.