

Fairfield Primary Academy

Public Sector Equality Duty Statement: 2020-2021

The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school. The Equality Act 2010 has 3 main '**General Duties**' which we must aim to achieve, these are:

1. To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. To advance equality of opportunity between people.
3. To foster good relations between people who share a protected characteristic and those who do not.

The Equality Act 2010 states that it is unlawful to discriminate against people with the following protected characteristics. This applies to the whole school community:

- Age
- Disability
- Gender
- Gender reassignment
- Pregnancy and maternity
- Race (ethnicity)
- Religion and belief
- Sexual Orientation

We believe that equality at our school should permeate all aspects of school life and that it is the responsibility of every member of the school and wider community. Everyone within our school community should feel safe and secure, they should feel valued and of equal worth, these include:

- Children and young people
- All staff employed at the school
- Students on placement
- Staff from across other Trust Schools
- Parents/carers
- Governors
- Agency staff
- Contractors working at our school

- External agencies whose staff are working with our school, including Health, Social Care, Special Needs support and agencies such as the Department for Education, Ofsted and Challenge Partners colleagues.
- All visitors to the school

The **'Specific Duty'** for schools is to gather and publish information to show how we are complying with the Equalities Duty; how we remove or minimise disadvantage and take steps to meet different needs and encourage participating when it is proportionately low. We record and analyse the progress and attainment of all children, including vulnerable groups.

To help us in our work to advance equality of opportunity we have set ourselves some equality objectives determined by our scrutiny of information and data.

Our Principal/Head of School is responsible for the implementation of the Equality Act 2010 and the Governing Body is responsible for making sure that school policies and procedures comply with the Act. Staff and Governors are involved in the monitoring of our policies, procedures and practice to make sure our school continues to be an inclusive, accessible, safe and welcoming environment for all.

Current Profile of the School

At present there are a total of 623 children at the school.

Pupils on roll by Age and Gender

Age as at Oct. 2020	Full-Time			Part-Time			ALL
	Boy	Girl	Total	Boy	Girl	Total	Total
11	0	0	0	0	0	0	0
10	60	42	102	0	0	0	102
9	65	63	128	0	0	0	128
8	50	61	111	0	0	0	111
7	65	43	108	0	0	0	108
6	29	28	57	0	0	0	57
5	34	25	59	0	0	0	59
4	34	24	58	0	0	0	58
3	0	0	0	0	0	0	0
2 or under	0	0	0	0	0	0	0

Ethnicity (Oct. 2020)

17.7% of children (age 5 year and over) are from other ethnic backgrounds other than White British.

Pupils on roll by Ethnicity – age 5 years and over	Number
Any other Asian background	6
Any other Black background	4
Any other ethnic group	5
Any other mixed background	8
Any other white background	31
Bangladeshi	1
Black African	4
Black Caribbean	3
Chinese	3
Indian	12
Pakistani	8
White – British	513
White and Asian	6
White and Black African	1
White and Black Caribbean	18

First Language (Oct. 2020)

Pupils on roll by their First Language – age 5 years and over	Number
Arabic	2
Bulgarian	1
Chinese	3
Deutch / Flemish	1
English	574
Hungarian	8
Hindi	1
Lithuanian	2
Latvian	3
Malayalam	1
Other than English	2
Panjabi	2
Polish	6
Portuguese	1

Farsi / Persian	1
Russian	1
Sinhala	1
Tamil	4
Telugu	2
Thai	1
Turkish	2
Urdu	4

Special Educational Needs (Oct. 2020 FS2-Y6)

Pupils on roll with SEN provision	Number
SEN Provision – Education, health and care plans	1 (0.16%)
SEN Provision – SEN Support	94 (15.1%)

Specific Groups (Oct. 2019)

Pupils on roll by Specific Groups	Number
Service children	1 (0.16%)
Children adopted from care and post looked after (adoption, special guardianship or other child arrangement)	3 (0.48%)
Free School Meals	95 (15.27%)

What we have put in place so far

- Provision maps for children identified as SEND.
- Introduced a range of attendance strategies to promote daily attendance
- Phase and Subject specific Rapid Improvement Plans in place with a focus on SDP key aims.
- Weekly Feeding Forward meetings focused on impact of quality first teaching and interventions.
- Introduced Rainbow Grammar introduced, Sounds and Syllables Spellings, targeted phonic support, focus on comprehension, opportunities for children to use and apply basic skills across the curriculum.
- PP Three-year strategy plan
- SEND & PP children identified on planning for interventions.
- SEND audit taken place to review provision in place. Pupil Profiles and Provision Maps in place in collaboration with parents and pupils.

Equality Objectives 2020-2021

- Establish a wide-ranging arts and cultural offer for all pupils... (School Development Plan Priority 1:1)
- All pupils achieve exceptionally well and attainment is in-line with/above national in all subject areas (School Development Plan Priority 1:4)
- Explore, investigate and promote children's talents and interests. Celebrate talents and interests through whole school displays. Provide opportunities for all children to participate in an activity that nurtures talents and interests. (School Development Plan Priority 2:2)
- Further develop an understanding and celebration of cultural diversity. Develop belonging assemblies to celebrate cultural diversity. Promote British values through whole school assemblies, SCARF and Global Themes. (School Development Plan Priority 2:4)
- Maximise the use of additional funding streams including PP and catch up funding to narrow attainment gaps (School Development Plan Priority 3:3)