



Fairfield Spencer Academy

Equalities Objectives

Introduction

The Equality Objectives adopted by Spencer Academies Trust apply to all Academies across the Trust, the Trust Central Team and Board of Directors. These objectives support the Trust Equality, Diversity and Inclusion Policy and supports our commitment to equality, diversity and inclusion; to reaffirm our commitment to a common set of values and objectives, and to set out a consistent approach to communicating, implementing and monitoring Equality, Diversity and Inclusion goals within the Trust.

Spencer Academies Trust Equality Objectives

Spencer Academies Trust and its member academies are committed to promoting equality in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (**Protected Characteristics**).

The equality duty

The Trust recognises the three aims set out in the public sector equality duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not

Spencer academies Trust will keep under review how well we achieve these aims with regard to the protected groups under the Equality Act (2010).

We have set ourselves the following Spencer Academies Trust objectives for 2022-26 to:

- Uphold the principles of equality as set out in our Equality, Diversity and Inclusion Policy.
- Achieve a staffing and leadership profile which reflects the diverse communities we work with and serve.
- Review promotion and career paths to ensure they are aligned to the delivery of our strategy in ensuring that equality, diversity and inclusion are at the core of all decision making.



- Enhance our already strong reputation as an inclusive and friendly Trust and increase the sense of belonging and pride in our organisation and its values of Aspiration, Partnership and Responsibility.

Fairfield Spencer Academy, we are committed to meeting the public sector equality duties. The Public Sector Equality Duty requires our school to monitor our policies and procedures and to publish information about equalities in our school. We follow and revise our Equality Action Plan (2021-2026), continually review and seek to improve our provision regularly.

Protected Characteristics

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
- Religion or belief
- Sexual Orientation
- Marriage and Civil Partnership
- Sex

Equality at Fairfield Spencer Academy

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 Partner colleagues.
- All visitors to the school



We implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the environment, both inside and out, to enable disabled pupils to take better advantage of all we have to offer, both educationally and pastorally.
- Continuing to develop the accessibility of information for disabled pupils

The Trust, governing body and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where physical and cultural diversity is celebrated. All members of the school community are responsible for promoting the school's Equality Policy and Action Plan and are obliged to respect and act in accordance with this policy.

In fulfilling its legal obligations Fairfield Spencer Academy is guided by nine principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, national origin or national status.
- Whatever their gender and gender identity.
- Whatever their religious or non-religious affiliation or faith background.
- Whatever their gender identity or sexual orientation

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook, and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences of all genders are recognised.
- Religion, belief or faith background.
- Sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people.



- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between all genders and sexual orientations and an absence of harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and Development

We ensure that policies and procedures benefit all current and potential employees, for example in recruitment, promotion, and continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy, paternity and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- All gender identities and sexual orientations

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds.
- All gender identities and sexual orientations

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled.
- People of a wide range of ethnic, cultural and religious backgrounds.
- All gender identities and sexual orientations.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability.
- Ethnicity, religion and culture.
- Gender.
- Sexual orientation.



Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7), in relation to:

- Disability.
- Ethnicity, religion and culture.
- Gender.
- Sexual orientation.

Key Elements of the Accessibility Policy

The Curriculum/Teaching and Learning

Equality and diversity will be as embedded as far as is possible in all areas of our SHINE curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Resource materials will reflect the diversity of the school, the local community and wider society.

The school will use attainment and achievement data to inform planning and provision to support individuals and groups of pupils. The Academy will be aware of the specific assessment needs of pupils with additional needs such as EAL, SEND, etc. and recognise the importance of scrutinising assessment materials for cultural bias.

Ethos and Organisation

Equality and diversity principles will run through all day-to-day practices and be embedded in all policies. This will include the following specific areas of practice:

- Admissions, induction and attendance.
- Pupils' progress, attainment and achievement.
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding).
- Care, guidance and support.
- Parental/carers involvement.
- Working with the wider community and community cohesion.
- Behaviour, discipline and exclusions.
- Teaching styles and strategies.
- Staff recruitment, retention and professional development.
- Inclusion (linking to curriculum, participation etc).

Addressing Prejudice and Prejudice-related Bullying

The academy acknowledges its legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals.

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."



These obligations will be taken seriously and procedures will exist for dealing with such incidents. Information about the number, type and seriousness of such incidents, will be reported regularly to the governing body.

Information and Resources

The Academy will make every effort to ensure that this policy is known by all stake-holders, including governors, staff, parents/carers, and pupils and the opportunities provided for each stake-holder group to actively engage with the development of, implementation of, and monitoring and evaluation of this policy and all related activity.

Staff Development and Training

The Principal will ensure that staff across all sections of the community (teaching, support, play leaders, office staff etc) have their professional development needs met in relation to this agenda.

Breaches of the Policy

Concerns/complaints about the implementation of the policy or any infringement should be directed to the Principal who will investigate them under the complaint's policy.

Review & Monitoring

Equality targets will be set annually. These objectives will take into account national and local priorities and issues and will be published as appropriate. We will collect and publish relevant equality information as specified under the specific duty on public bodies in the Equality Act 2010 on our web site.

Local Support

Nottinghamshire

[Equality - Everyone's Business - An Anti-Racism Toolkit for Schools and Education Settings](#)
[Education, Safeguarding, Health and Wellbeing Hub \(ESHAWH\)](#)



Current Profile of the School

As at 17th January 2025 there were a total of 620 children on roll at the school.

Pupils on roll by Age and Gender

Age as at 17 th January 2025	Full-Time			Part-Time			ALL
	Boy	Girl	Total	Boy	Girl	Total	Total
11	0	0	0	0	0	0	0
10	57	59	116	0	0	0	116
9	615	59	120	0	0	0	120
8	63	48	111	0	0	0	111
7	50	51	101	0	0	0	101
6	22	37	59	0	0	0	59
5	32	27	59	0	0	0	59
4	24	30	54	0	0	0	54
3	0	0	0	0	0	0	0
2 or under	0	0	0	0	0	0	0

Ethnicity (17th January 2025)

30.16% of children 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	2
Any other ethnic background	3
Any other mixed background	4
Any other white background	27
Bangladeshi	1
Black African	8
Black Caribbean	0
Chinese	45
Indian	10
Pakistani	7
White – British	433
White – Irish	3
White and Asian	14
White and Black African	8



White and Black Caribbean	39
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First Language (17th January 2025)

Pupils on roll by their First Language – age 5 years and over	Number
Bengali	1
Bulgarian	0
Chinese	0
Chinese (Cantonese)	52
Czech	1
Deutch / Flemish	1
English	526
Filipino	1
French	1
German	1
Hungarian	6
Lithuanian	2
Latvian	2
Malayalam	3
Panjabi	2
Polish	4
Portugese	1
Farsi / Persian	2
Romanian	2
Russian	2
Sinhala	0
Tamil	3
Telugu	0
Turkish	1
Urdu	3
Vietnamese	2

Special Educational Needs (17th January 2025 FS2-Y6)

Pupils on roll with SEN provision	Number
SEN Provision – Education, health and care plans	3 (0.48%)
SEN Provision – SEN Support	96 (15.5%)

Specific Groups (17th January 2025)

Pupils on roll by Specific Groups	Number



Service children	9 (1.5)
Children adopted from care and post looked after (adoption, special guardianship or other child arrangement)	2 (0.32%)
Free School Meals	157 (25.3%)

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
- 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 Voice 21 Oracy, Rainbow Grammar, 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.
- Established a wide-ranging arts and cultural offer for all pupils
- 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.
- Developed belonging assemblies to celebrate cultural diversity. Promote British values through whole school assemblies, SCARF and Global Themes.
- Achieved the Rainbow Flag Award



- Developed whole school displays raising awareness of British Values, Protected Characteristics and World Views.
- Invested in a range of inclusive high-quality texts.

Equality Objectives 2024-2025

1.5 Develop and utilise adaptive teaching strategies to ensure all learners, especially our most vulnerable, are able to articulate a deep understanding of the curriculum. (Develop / Sustain)

- Implement a system for monitoring the impact of adaptive teaching strategies and their impact on vulnerable learners, including learning walks (Walk-Look-Talk), book looks, and pupil voice
- Provide training for all staff on the Vulnerable Learners, including strategies for supporting EAL, SEND, Disadvantaged, and LAC pupils
- Further embed the whole-school approach to using the Bell Foundation EAL Assessment Framework, including regular pupil assessments and targeted interventions
- Engage parents/carers in supporting their children's learning, including providing translation services and parent workshops on adaptive strategies
- Review and refine the curriculum to ensure it is responsive to the needs of vulnerable learners, including incorporating their cultures and backgrounds

2.1: Listen and learn from our communities to deliver a high-quality education that works for everyone. (Plan / Prepare / Deliver)

- Identify EDI Champions to take a lead on equality, diversity and inclusion
- Conduct consultation with key stakeholders (parents, pupils, staff, community members) to understand their perspectives and needs
- Develop an action plan to address the needs and priorities identified through the consultation
- Implement the action plan, monitoring progress and making adjustments as needed
- Ensure that no members of our Academy communities are limited in their access to the curriculum



- Continue to promote a culture that is proactive in response to events that occur internationally, nationally and locally

2.2 Further embed Equality, Diversity and Inclusion into our curriculum (Develop / Sustain)

- Engage with pupils, parents, and the wider community to understand their perspectives and experiences related to equality, diversity, and inclusion
- Conduct a comprehensive audit of the current curriculum to identify areas where equality, diversity, and inclusion can be further embedded
- Collaborate with external settings and experts to develop staff knowledge and understanding of ways to further enhance the curriculum's representation of diverse backgrounds and perspectives
- Provide professional development for all staff on inclusive teaching practises, cultural awareness, and strategies for celebrating diversity
- Implement the curriculum changes and monitor their impact on pupil engagement, understanding, and outcomes
- Regularly review and refine the curriculum to ensure it continues to meet the needs of the diverse school community



Equality Action Plan 2021-2026

Equality Action Plan 2021 – 2026							
Achieved Ongoing							
Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
To promote the children's understanding and respect for difference	Identify opportunities in the curriculum to promote understanding of the protected characteristics e.g. other cultures, other countries, famous people from ethnic minorities, religious festivals, disabilities. Use RSHE to explore equality within the context of school, the wider community, the UK and the world. Use assemblies to explore themes around equality and diversity Use community events to celebrate diversity and equality	SLT	Books Videos External visits/visitors	Sept 21	Sept. 25	More community events which celebrate different families, cultures, beliefs and religions Children have increased access to lessons and assemblies which recognise and celebrate equality and diversity	Curriculum review and development Weekly assemblies focused on Protected Characteristics, British Values and SHINE Values
To further enhance staff awareness and understanding of equality and diversity	Provide specific training for all staff around the themes of equality and diversity.	Principal	Equality Training IHasco Equality and Diversity Training	Spring 2022	Sept. 25	All staff have an enhanced understanding of equality and diversity and have the confidence to deliver key lessons	



Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
To engage with local communities and partner schools	Visit different places of worship and invite people from these places of worship in to school Events at Old People's Home	RE Leaders & Learning Ambassadors	Transport	Sept. 21	Sept. 25	Children to have greater understanding and awareness of social and cultural differences both locally and in different countries	
To diminish the difference between different groups of children in school	Analysis of data, discussion in weekly Feeding Forwards meetings Provision is put in place for children with specific needs who have barriers to learning e.g. EAL, SEND, PP	SLT	Specific resources for individual children	Sept 21	Sept. 25	Diminishing attainment gap between different groups of children	