



Falconbrook School

Equality Information and Objectives Policy 2025-2029

Updated February 2026

BASED ON A MODEL POLICY FROM THE KEY FOR SCHOOL LEADERS

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. The protected characteristics are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage or civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation

Our school aims to promote respect for difference and diversity in accordance with our values, such as respect and equality.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents/carers
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head Teacher

The Head Teacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Have “due regard” when making a decision or taking an action to whether it may have particular implications for people with particular protected characteristics

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies) .

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Making pupils aware of our behaviour and anti-bullying policies
- Holding assemblies dealing with relevant issues.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Equality objectives

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years

Objective 1

Promote positive behaviour and reduce incidents related to discriminatory language

Why we have chosen this objective:

Although incidents are low, some recorded behaviour logs show occasional misuse of language related to race, SEND, sexuality or gender. We want to ensure every child understands and respects differences.

To achieve this objective, we plan to:

- Update our PSHE and HRE curriculum to include explicit teaching on respectful language and equality.
- Train staff on restorative responses to incidents.
- Run assemblies and themed weeks focused on respect, diversity, and inclusion.
- Use anonymised behaviour data to track improvement over time.

Objective 2

Improve representation and inclusivity within the curriculum

Why we have chosen this objective:

Children benefit from greater representation of diverse cultures, histories and identities within the curriculum. As a school with a multicultural community, we want all pupils to see themselves reflected in what they learn.

To achieve this objective, we plan to:

- Review curriculum plans across all subjects to ensure diverse texts, role models, and examples are included.
- Work with subject leaders to embed global learning themes.
- Expand resources in the library to reflect a broader range of backgrounds, languages, and authors.
- Seek pupil voice to evaluate impact and identify gaps.

Objective 3

Strengthen inclusive communication with families

Why we have chosen this objective:

Our school community includes families from a wide range of linguistic, cultural, and socioeconomic backgrounds. Ensuring that all families can fully engage with their child's learning is essential to improving outcomes, building trust, and fostering an inclusive school environment.

To achieve this objective, we plan to:

- Improve accessibility of written communication
- Strengthen interpreting and spoken communication support
- Diversify communication channels

Objective 4

All members of staff and governors involved in recruitment and selection will have a good understanding of equal opportunities and non-discrimination.

Why we have chosen this objective:

We have chosen this objective because fair, consistent, and inclusive recruitment is essential to building a diverse and representative workforce. We are committed to attracting and retaining a staff team that reflects the diversity of our school community.

To achieve this objective, we plan to:

- Provide all staff and governors involved in recruitment with regular training on equality, diversity, non-discrimination, and inclusive hiring practices.
- Maintain up-to-date records of who has completed training and ensure refresher sessions take place at appropriate intervals.
- Review recruitment procedures, documentation, and interview processes to ensure they align with best practice in inclusive recruitment.
- Ensure that at least one trained member is present on every recruitment panel.

9. Monitoring arrangements

The Head Teacher will update the equality information we publish at least every year.

School-specific equality objectives will be reviewed by the governing board at least every 4 years.

This document will be approved by the governing board.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- SEN information report and policy
- Behaviour Management Policy
- HRE policy