



Falconbrook Primary School

Equality information and objectives

November 2021 – November 2025

Updated October 2022

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1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination 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 it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

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](#).

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
- 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 headteacher
- The equality link governor is The Chair of Governors Charles Samuda. They will:
 - Meet with the designated member of staff for equality every term and other relevant staff members, to discuss any issues and how these are being addressed
 - Ensure they're familiar with all relevant legislation and the contents of this document
 - Attend appropriate equality and diversity training
 - Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

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.

Where this has been discussed during a governors' meeting it is recorded in the meeting minutes.

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

The school has a designated member of staff for monitoring equality issues Head Teacher, and an equality link governor (Chair of Governors). They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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 which are connected to a particular characteristic they have (e.g., pupils or staff with disabilities who may be subjected to bullying or discrimination; staff or pupils who may be subject to homophobic or racial discrimination or bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g., enabling Muslim staff to pray at prescribed times)
- 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 educational trips and after school activities)

In fulfilling this aspect of the duty, the school will:

- Analyse pupil performance data to determine strengths and areas for improvement, implement actions in response and present this information for discussion and scrutiny to the Governing Board (minutes of these available on request / website)
- Make evidence available identifying any concerns and related improvements for specific groups (e.g., incidents of homophobic or racist bullying)
- Make evidence available identifying any issues which could affect our own pupils

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, and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas, including whole school topics and traditional celebrations.
- Holding assemblies dealing with relevant issues. Classes take a lead in such assemblies, and we will also invite external speakers to contribute where relevant and appropriate.
- Working with our local community. For example, organising school trips and activities based around the local community, including visits to places of worship for different religions

- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard for equality considerations whenever significant decisions are made.

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

Objective 1

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July '21 to July '25), so that this group increases from 22% to 40% of the teaching workforce.

- Why we have chosen this objective: To ensure that our ethnically diverse pupils are provided with role models from a range of cultures, and our wider school community is represented.
- To achieve this objective, we plan to: Take positive action to encourage applications for black and other ethnic minority applicants.
- Progress we are making towards this objective (at Autumn term '22):
- 37.7% of all staff – black and minority ethnic
- 37.5% of teachers
- 46% of Teaching support team

Objective 2

Review our school curriculum in light of our curriculum intent statement to ensure content and resources reflects and represents both the school community, and our equalities agenda.

Why we have chosen this objective: to underpin three of our school values equality, respect, and kindness and in doing so support them to gain a deeper understanding of the importance of tolerance and acceptance of difference

- To achieve this objective, we plan to: review and evaluate current curriculum, and adapt as needed. Conduct annual staff review/ audit of curriculum considering this objective.
- Progress we are making towards this objective (at Autumn term '22):
- Curriculum evaluated and adjusted following full school e-opening post COVID.
- School values taught and discussed explicitly and incorporated in to SEL and PSHE.

- ongoing

Objective 3

Continue to support all pupils to make above typical progress and in doing so continue to raise attainment of PPG pupils in line with national expectations

- Why we have chosen this objective: School intake includes significant number of PPG pupils. Impact of COVID lockdowns is evidenced nationally to be greater on this group than non-PPG; Gap between non-PPG and PPG pupils has widened at Falconbrook over period of two years, prior to COVID lockdowns gap in progress and attainment between these two pupil groups was not a trend at Falconbrook.
- To achieve this objective, we plan to: Deploy 1 x TA in each KS1 & KS2 class to support in-class provision including teacher directed non-SEND interventions; sharpen in-class catch-up / keep up support including pre & post teaching; monitor and track PPG and non-PPG progress and attainment; Snr T&L Team support.
- Progress we are making towards this objective (at Autumn term '22):
- Reference Data Summary July 2022
- KS2 SATs outcomes July '22: Pupil outcomes above national for all groups including PPG / disadvantaged
- KS1 end of key stage assessment outcomes July '22: In reading outcomes for PPG / disadvantaged pupil outcomes for above the same nationally. In maths and writing outcomes for this group were below for the same nationally.

9. Monitoring arrangements

This document will be approved by the Full Governing Board in the spring term 2022

The headteacher will update the equality information we publish and share this information with the Governing Board at least every year.

This document will be reviewed by Governing Board at least every 4 years.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Educational Visits Policy
- SEND Policy
- Behaviour Management Policy
- Medical Care Policy