

FARNBOROUGH ROAD INFANT SCHOOL

Public Sector Equality Statement 2026–2027

“Learning, Caring and Achieving Together”

Our commitment

At Farnborough Road Infant School (FRIS), equality, inclusion and belonging are central to our ethos and to our commitment to ensuring that every child is able to participate, achieve and thrive. Our school values of Respect, Compassion, Perseverance, Honesty, Love and Kindness underpin the way in which we treat one another and contribute to a culture in which difference is recognised, respected and valued.

Our Public Sector Equality Duty

Farnborough Road Infant School welcomes and accepts its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty (PSED). In carrying out our functions and making decisions, we have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not.
- Foster good relations between people who share a protected characteristic and people who do not.

These responsibilities inform our leadership, governance, curriculum, policies, provision, employment practices and day-to-day decision-making. Equality is considered when policies and practices are developed, implemented and reviewed, rather than being treated as a separate or one-off exercise.

Protected characteristics

The protected characteristics within the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The relevance of individual protected characteristics differs according to the particular function of a school and the provisions of the Equality Act. FRIS is committed to creating a school community in which pupils, families, staff and visitors are treated with dignity and respect.

How FRIS fulfils its Equality Duty

At FRIS, we actively promote equality and inclusion through our culture, curriculum and everyday practice. We seek to remove barriers to participation and achievement and pay particular attention to the experiences and outcomes of pupils who may be disadvantaged or vulnerable.

- Provide an inclusive, broad and balanced curriculum in which children encounter and learn to respect different families, cultures, languages, religions, beliefs, backgrounds and experiences.
- Teach respect, kindness, positive relationships, belonging, empathy and understanding of difference through the curriculum, assemblies and wider school life.
- Challenge discriminatory language, stereotypes, prejudice, harassment and bullying.
- Ensure books, displays, resources and learning experiences positively reflect the diversity of our school and wider society.
- Maintain high expectations for all pupils while identifying barriers to learning and participation and making reasonable adjustments for disabled pupils where required.
- Work in partnership with pupils, parents/carers and relevant professionals to support children with SEND and other additional needs to participate as fully as possible in school life.
- Consider equality when developing and reviewing policies, making strategic decisions and planning provision.
- Use relevant information about participation, attendance, behaviour, achievement and wider experiences to identify disparities and determine whether further action is required.

Advancing equality of opportunity

We recognise that equality does not always mean treating everybody in exactly the same way. Some pupils and families may experience barriers or disadvantage and achieving equality may require different levels or forms of support. We therefore seek to remove or minimise disadvantage, meet different needs, remove barriers to participation, make reasonable adjustments, identify patterns of inequality or under-representation, and ensure decisions are fair, evidence-informed and responsive to individual circumstances.

Fostering good relations

FRIS is committed to developing a community in which children learn from an early age to value and respect others. Through our curriculum, assemblies, school values, relationships education, enrichment opportunities and wider school life, pupils are supported to develop empathy, challenge stereotypes, understand difference and recognise that everyone has the right to be treated fairly and respectfully.

Our partnership with parents/carers, governors, the Family Wellbeing Centre, Farnborough Road Junior School and the wider community further supports our aim of building positive relationships and a strong sense of belonging.

Equality through the FRIS curriculum

Our current Equality Objectives place a particular emphasis on helping children develop understanding, respect and curiosity about the different people, languages, cultures and religions represented within our school community. They also seek to strengthen children's sense of their own identity and their respect for the identity of others.

This is supported through the FRIS curriculum, Diversity Day, RE and PSHE, the Equality and Diversity Calendar, visitors and educational visits, diverse stories and texts, No Outsiders learning, inclusive resources and opportunities for families to share their languages, cultures and experiences. Pupil voice is used to help us evaluate children's attitudes towards diversity and belonging.

SEND, disability and neurodiversity

FRIS is committed to ensuring that disabled pupils and pupils with SEND are not placed at a substantial disadvantage. Reasonable adjustments are considered in relation to learning, behaviour, routines, communication, the physical environment and participation in the wider life of the school. We also seek to strengthen understanding of neurodiversity within our school community and work with families and external partners to provide information, support and opportunities for families to connect.

Staff and governance

All members of staff have a responsibility to promote equality and challenge discrimination. Appropriate training and professional development support staff to understand and fulfil these responsibilities. The Headteacher and senior leaders are responsible for ensuring that equality considerations are embedded within school improvement, policies, curriculum development and operational decision-making.

The Governing Body provides strategic oversight and challenge. Governors consider whether the school is meeting its statutory equality duties and whether its policies, practices and decisions are fair, inclusive and effective.

Equality information and objectives

In accordance with the Equality Act 2010 and the Public Sector Equality Duty, Farnborough Road Infant School publishes information demonstrating how it complies with the PSED and updates this information at least annually. The school also publishes one or more specific and measurable Equality Objectives at least every four years.

Our Equality Objectives are reviewed annually by school leaders and governors so that progress and impact can be evaluated. Where evidence identifies an inequality, barrier or disparity, appropriate action will be considered and its impact reviewed.

Current FRIS Equality Objectives

The school's current Equality Objectives 2025–26 are published separately and form part of our evidence of compliance with the Public Sector Equality Duty. They focus particularly on:

- helping children develop understanding, respect and curiosity about different people, including the languages, cultures and religions that make up our school community; and
- helping children develop a strong sense of their own identity, including language and culture, while showing understanding and respect for others through a rich range of experiences, visitors, trips, stories and texts.

Progress is evaluated through curriculum review, pupil voice, the quality and diversity of resources and experiences, children's understanding and attitudes, and engagement with families and the wider community.

Monitoring and review

This statement will be reviewed annually. The school will continue to review its practice, listen to pupils and families, use evidence to identify barriers and take appropriate action to ensure that equality, inclusion and respect remain at the heart of FRIS.

Headteacher	Jennifer Sephton
Date updated	September 2026
Review date	September 2027
Headteacher signature	
Chair of Governors signature	