



Farnborough Road Infant School

Equality Objectives 2026-27



As part of our ethos of *'Learning, caring and achieving together'*, Farnborough Road Infant School's Equality Objectives are designed to promote a fair and more equal school community in line with our duty under the Equality Act. These objectives will be reviewed annually.

Objective	Strategies	Success Criteria	Review 2026-27
To ensure that pupils with SEND experience equitable access, participation and achievement across school, receiving personalised support that enables them to thrive while maintaining a strong sense of belonging to their home class and the wider FRIS community.	• Embed the NEST as part of FRIS's inclusive continuum of provision, ensuring that children accessing personalised or targeted support remain connected to their home class, peers and wider school community. • Use individual strengths, needs, pupil voice and family partnership to inform reasonable adjustments, personalised provision and support. • Ensure pupils with SEND have equitable access to the full FRIS curriculum, enrichment, clubs, trips, leadership opportunities and wider school experiences. • Continue to strengthen staff understanding of inclusive practice and neurodiversity through CPD, coaching and shared practice. • Work closely with parents, carers, the Family Wellbeing Centre and external professionals to reduce barriers to participation and achievement. • Monitor participation, belonging, attendance and outcomes for pupils with SEND, including those accessing NEST provision.	• Pupils with SEND participate meaningfully in learning and wider school life, with no significant barriers to enrichment or opportunities. • Children accessing the NEST continue to identify with and belong to their home class and wider FRIS community. • Pupil voice shows that pupils with SEND feel safe, included, valued and able to succeed. • Staff can explain how reasonable adjustments and personalised provision remove barriers while maintaining high expectations. • Parents and carers report confidence in the school's inclusive approach and partnership working. • Monitoring demonstrates that provision is responsive to individual need and supports positive progress, engagement and wellbeing.	
To develop children's age-appropriate understanding of equality, equity and fairness, helping them recognise that people have different strengths, needs and experiences and may sometimes need different support or opportunities so that everyone can participate, belong and achieve.	• Explicitly teach the difference between equality and equity through age-appropriate stories, discussion, assemblies, PSHE, No Outsiders and everyday classroom experiences. • Use the shared FRIS message that fairness does not always mean everyone receiving the same; it means helping everyone to access what they need to participate and succeed. • Link learning about fairness to the FRIS values of Respect, Compassion, Perseverance, Honesty, Love and Kindness. • Ensure books, displays, resources and curriculum examples positively represent disability, neurodiversity, different families, cultures and lived experiences.	• Children increasingly explain, in age-appropriate language, that fair does not always mean the same. • Pupils recognise that people may need different resources, adjustments, support or opportunities to achieve positive outcomes. • Children demonstrate empathy and respect when discussing difference and can identify examples of inclusion and unfairness. • Pupil voice demonstrates a developing understanding of equality, equity and belonging. • Learning environments and curriculum resources visibly represent the diversity of the school and	

Objective	Strategies	Success Criteria	Review 2026-27
	• Use high-quality adult-child interactions and oracy approaches to help children explain their thinking, listen to different perspectives and challenge unfairness respectfully. • Gather pupil voice across EYFS and KS1 to evaluate children's understanding of fairness, difference, belonging and inclusion.	wider community. • Staff consistently reinforce FRIS values and equitable practice through language, routines and curriculum experiences.	
To challenge gender stereotypes and promote equality of opportunity through Science Week and the wider curriculum, ensuring that every child sees themselves represented through diverse scientists, experiences and role models and develops the confidence to believe that science is for everyone.	• Use Science Week as a high-profile opportunity to celebrate scientists from diverse backgrounds and challenge traditional gender stereotypes. • Audit science texts, displays, resources and curriculum examples to ensure balanced representation of women and men and a diverse range of scientists. • Provide practical, investigative science experiences that encourage curiosity, questioning, problem-solving and participation from every child. • Invite visitors and community partners to provide children with a broad range of positive STEM role models. • Use stories, assemblies and curriculum links to explore scientists whose achievements challenge stereotypes and broaden children's aspirations. • Gather pupil voice before and after Science Week to explore children's perceptions of who can be a scientist and their confidence and enjoyment in science.	• Children can name and talk about a diverse range of scientists, including female scientists and people from different backgrounds. • Pupil voice shows that children understand that science and STEM opportunities are open to everyone regardless of gender. • Children participate confidently and enthusiastically in Science Week and science learning, with no evident gender gap in engagement. • Science resources, displays and curriculum examples provide balanced and diverse representation. • Staff actively challenge stereotypical language or assumptions and promote high expectations for all pupils. • Evidence from Science Week and the wider curriculum demonstrates increased curiosity, confidence and positive attitudes towards science.	