

Falcon Junior School

Equality Act 2010

Our equality objectives

September 2025

For further information or if you need this document in large print, audio, Braille, alternative format or a different language please contact the Headteacher (01603 441417 or office@falcon.norfolk.sch.uk)

Contents

		Page
1.	Introduction	3
2.	The legal context	3
3.	Norfolk's diverse population & our school community	3
4.	Issues that our objectives take into account	4
5.	Our objectives	5
6.	Monitoring & governance	5

Introduction

1. Falcon Junior School has a statutory duty to publish one or more equality objectives at least every four years by end of the academic year. This document sets out our equality objectives to be monitored twice annually.
2. The objectives seek to put key building blocks in place, to promote equality and accessibility across our school community. We have identified these objectives based on a range of evidence about the key issues for our school. Every four years, we review this evidence, and update our objectives accordingly. For more information about this evidence see below.
3. A theme running through our objectives is to maintain dialogue with pupils, families, staff and governors, to ensure we remain aware of any emerging issues and can address these effectively.
4. As well as setting out our objectives, this document summarises the legal context for equality and the issues informing our objectives.

The legal context

5. Schools have a statutory duty under the Equality Act 2010 to pay ‘due regard’ to the following when exercising public functions:
 - Eliminate discrimination, harassment and victimisation and other prohibited conduct;
 - Advance equality of opportunity for people with protected characteristicsⁱ;
 - Foster good relations between people who share a relevant protected characteristic and people who do not share it.
6. The Act also requires schools to:
 - Publish equality objectives that are proportionate, specific and measurable
 - Report annually on progress
 - Publish a school accessibility plan.

Norfolk’s diverse population & our school community

7. Norfolk is the fifth largest shire county in England, with 932,000 residents. Norfolk’s diverse communities are interwoven into the county’s history, spanning hundreds of years. For more information see [Norfolk Insight](#).

The diverse population of our school

8. Our school community has its own unique make up:

- Disability
- Neurodivergence
- English as an Additional Language
- Gender
- Refugees

The profile of our workforce and the governing body

Staff and governors at Falcon Junior School are predominantly white, British and have close ties to the local community.

Issues that our objectives consider

9. Our equality objectives address the following issues:

- Like many areas of the country, Norfolk saw an increase in racial tension and hate incidents following the EU referendum. This has stabilised to a 'new normal'. This 'new normal' is a concern, which is why we have continued to prioritise work to build a school culture that respects and values difference in our community.
- There is an imperative to ensure that access for disabled children and children with special educational needs is integrated into day-to-day practice at the school. This is a major issue because Norfolk has a higher number of disabled people than other parts of the country and increasing numbers of disabled young people.
- Accessibility is sometimes challenging because there is a perception that increased accessibility means increased costs. However, we strongly believe that forward planning can create many opportunities to embed good accessibility across our school community, to make good accessibility 'the norm'.

Our equality objectives for 2025/2026

10. Our five objectives are:

1. To raise the profile of diversity throughout the curriculum, ensuring subjects taught are inclusive of the seven protected characteristics: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity and also including: age, marriage and civil partnership.
2. To support EAL families with accessing educational services and setting up effective means of communication upon entry to Falcon Junior School.
3. To continue to help pupils develop an awareness and understanding of protected characteristics and for staff to have training related to unlawful discrimination (adults and pupils) through annual and mandatory EDI and other professional training for all employees.
4. To monitor incidents of bullying and harassment across the school (pupils/staff), learning from incidents and taking actions to reduce recurrence and to ensure the appropriate policies to raise concerns are embedded.
5. To develop the independence of, and improve resources across the school for, all disabled and neurodivergent pupils.

Equality Act definition of disabled person: a person having a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

11. Our action plan on the next page sets out more information.

Monitoring & governance arrangements

12. Our Governing Body is responsible for monitoring delivery of our objectives on a twice-yearly basis.
13. The date of the next formal review of these objectives is June 2026.

Our Equality Objectives for 2025/2026

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
To raise the profile of diversity throughout the curriculum, ensuring subjects taught are inclusive of the seven protected characteristics.	Subject leads will ensure that their subject is reviewed and adapted where needed, to teach elements of the seven protected characteristics.	12-24 months	Lesson plans will be adapted to reflect this objective. Staff and pupils will have a greater awareness.	• Head teacher • Subject Leads • Governors
To support EAL families with accessing educational services and setting up effective means of communication upon entry to Falcon Junior School.	Research and collate information regarding EAL services, interpreters, access to FSM, PSA help for EAL families.	12-24 months	Evidence in the form of an EAL family support pack. Staff to follow our EAL policy.	• Head Teacher • SENDCo • DDSL/Attendance Lead • EAL Lead • RSHE/School of Sanctuary Lead
To continue to develop awareness and training of the protected characteristics related to adults and pupils through annual and mandatory EDI and other professional training for all employees.	Staff training – source and book for staff meeting. Completion of School of Sanctuary application.	12 - 24 months	All will develop awareness and training of the protected characteristics.	• Head Teacher • RSHE Lead

Objective	Actions	Timescale	How will we know we've achieved this objective?	Responsibility
To monitor any discrimination across the school (pupils/staff) responding in a fair and consistent manner.	Reporting to Governors. Monitor CPOMS and Staff safe.	12-24 months	A clearer understanding of any discrimination by all stakeholders.	• Head teacher • All staff • Governors
To develop and improve resources across the school for disabled pupils.	Support pupils with disability to access learning and curriculum using technology. Seek support and advice on best practice to support pupils with disability.	12 months	Investment in: • Access Through Technology • Virtual School • OT Team support (physical) • Online resources e.g – Dyslexia Gold / Nessy • Chromebooks Text to Type • Purchase Dyslexia Outreach (Specialist Teaching advice) • CEPP (EP and specialist teacher advice)	• SENDCo • Head teacher • Teachers

ⁱ The characteristics protected under the Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation