Thinking Schools Academy Trust
"Transforming Life Chances"

Furzeham Primary & Nursery School

Equality Policy

This policy was adopted on	10th February 2026
The policy is to be reviewed on	Spring 2027

1. Introduction

The Academies within the Thinking Schools Academy Trust are inclusive and focus on the wellbeing and progress of every child. They view all members of the community as equal.

The Trust believes that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

This Policy sets out how the Trust and Furzeham Primary School meet the two specific duties within the "Equality Act".

The Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Two Specific Duties:

- To publish information to show compliance with equality duty
- Publish Equality objectives at least every 4 years, which are specific and measurable.

2. Adoption

This procedure was adopted by the Governing Body on 10th February 2026 and supersedes any previous Equality Policy.

This policy will be reviewed by the Governing Body every 4 years or earlier if there is a need. The School Actions (Section 6) and School Objectives (Section7) will be reviewed annually.

3. Thinking Schools Academy Trust 6 Principles

Principle 1: All learners are of equal value

• Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation

Principle 2: We recognise and respect diversity

• Disability, so that reasonable adjustments are made

• Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

• Gender, so that the different needs and experiences of girls and boys, women and men and any other gender identities are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

• Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

• Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents

• Mutual respect and good relations between boys, girls, women, men and any other gender identities and an absence of sexual harassment

Principle 4: Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:
• Whether or not they are disabled, whatever their ethnicity, culture, religious affiliation, national origin, national status, gender or sexual orientation

Principle 5: We aim to reduce and remove inequalities and barriers that already exist, and take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
• Disabled and non-disabled people
• People of different ethnic, cultural and religious backgrounds
• Girls and boys, women and men and any other gender identities and LGBTQ+

Principle 6: We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:
• Disabled people as well as non-disabled
• People of a wide range of ethnic, cultural and religious backgrounds
• Both women and men, girls and boys and LGBTQ+

4. Equality Statement

a) In accordance with Trust and Academy ethos and values we respect the equal human rights of all our students, educate them about equality and respect the equal rights of our staff and other members of the school community.

b) Where appropriate we assess ("Equality Impact Assessment"- see Appendix 1) specific projects or processes, school practices, policies, procedures and provision and implement all necessary resulting actions in relation to: ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation, and age.

c) We promote community cohesion at Academy, local, national and global levels, comparing our school community to its local and national context and implementing all necessary actions in relation to: ethnicity, religion or belief, and socio-economic background.

5. Responsibilities

The Local Governing Body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Headteacher and Senior Leadership Team. A named Governor works with SLT to ensure equality duties, up-to-date polices, and any required plans are put into place.

The Headteacher & SLT promotes equality and eliminates discrimination by:
• raising awareness of all the duties within the whole school community;
• ensuring understanding of the broad legal definition of disability;
• Sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school;
• ensuring that action plans are undertaken for all protected characteristics;

• ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately.
• providing appropriate training for staff, Governors and other members of the school community;
• monitor the outcomes and impact of provisions, criteria and practices on all groups, and respond with appropriate actions;
• In the event of expectations not being met, ensuring action is taken in accordance with the status of those involved.

6. Action Furzeham Primary School is taking to, Eliminate unlawful discrimination, harassment and victimisation, Advance equality of opportunity between different groups and Foster good relations between different groups

a) Pupils' attainment and progress

This school expects the highest possible standards. Staff have high expectations of all pupils and continually challenges them to reach higher standards. The school recognises and values all forms of achievement. We monitor and analyse pupil performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted interventions.

b) The quality of provision - teaching and learning

All staff ensures the classroom is an inclusive environment in which pupils feel all contributions are valued. Positive steps are taken to include students who may otherwise be marginalized. We take account of students' experiences and starting points and are responsive to pupils" different learning styles.
Student grouping is planned and varied to reflect the requirements of learners and their social development needs. Allocations to teaching groups are be kept under continual review and analysed by ethnicity, gender and background.
Staff will use a range of methods and strategies to assess pupil progress. Assessments are analysed for gender, cultural and social bias, and take account of access issues, e.g. print size.

c) The quality of provision - curriculum and other activities

This school provides an appropriate curriculum for pupils of all backgrounds. We monitor and evaluate its effectiveness through target setting and attainment analysis. All students participate in the mainstream curriculum of the school.
The curriculum builds on students starting points and is differentiated appropriately to ensure the inclusion of:
Boys, girls and any other gender identities'
Students learning English as an additional language
Students from minority ethnic groups, including Gypsies and Travellers
Students who are gifted and talented
Students with special educational needs
Students with a disability
Students who are in public care
Students who are at risk of disaffection and exclusion
Lesbian, gay or questioning young people
Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural

development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.
Extra-curricular activities and special events e.g. school productions, cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

d) The quality of provision – guidance and support

We actively promote good personal and community relations and recognise diversity as having a positive role to play within the school. All staff are expected to foster a positive atmosphere of mutual respect and trust among boys and girls from all ethnic groups and range of abilities.
Staff challenge stereotypes and foster students' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities.
Our pastoral support takes account of religious, cultural and ethnic differences, special educational needs, disability and the experiences and needs of Traveller pupils, refugees and asylum seekers" children. The school provides appropriate support for students learning English as an additional language and students are encouraged to use their home and community languages to enhance their learning
We expect work experience providers to demonstrate their commitment to equality, including disability, gender and race equality.
Victims of harassment and bullying are given appropriate support. The perpetrators are dealt with in line with school policy and are provided with relevant support to consider and modify their behaviour.

e) Behaviour and Attendance

This school expects high standards of behaviour from all students, appropriate for their developmental level.
We have procedures for disciplining pupils and managing behaviour that are fair and applied equally to all. All staff are expected to operate consistent systems of rewards and consequences.
It is recognised that cultural background and disability may affect behaviour. Our school takes this into account when dealing with incidents of unacceptable behaviour. Clear procedures are in place so that all forms of bullying and harassment, including racism and harassment related to disability, sexism and homophobia, are dealt with promptly, firmly and consistently and are in line with policies and guidance such as those for anti-bullying and dealing with racist incidents. All forms of harassment are recorded, monitored and dealt with in line with the schools' bullying and harassment and behaviour policies. All staff are trained to deal effectively with bullying, racist incidents, racial harassment and prejudice and are offered support in handling such matters
We encourage staff to explore their own views and attitudes to difference and to monitor their practice in relation to this policy. Adults in school take care to lead through example, demonstrating high expectations of all students.
We monitor exclusions by gender, ethnicity and special educational need. Background is also considered. This school will take all reasonable steps to prevent the exclusion of a student for a reason related to any disability they may have.
Students, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, homophobic or potentially damaging to any minority group, is always unacceptable. Information and advice on attendance and exclusion is made available to parents/carers in accessible formats such as relevant community languages and large print.
We make provision for leave of absence for religious observance, for staff as well as students
We monitor attendance by gender, ethnicity and special educational need. Background is also considered. Action is taken in order to address any disparities between different groups of pupils.

The school will fully support children with long-term medical needs who may have an erratic attendance because they are in and out of hospital.
We expect full-time attendance of Traveller and Gypsy students.

f) Partnership with students, parents, carers and the wider community

We monitor parental involvement and look to raise participation of under-represented groups of parents and sections of the community. Information and meetings for parents are made accessible for all. This school encourages participation of under-represented groups in areas of employment. e.g.: through work experience placements
Progress reports to parents/carers are clearly written and free from jargon to encourage parents to participate in their child's education. Where necessary information is available in languages and formats other than English. Parents with a disability or with learning difficulties will be able to access school's information.
Parents are fully involved in the school-based response for their child with special educational needs, understand the purpose of any intervention or programme of action and are told about the parent partnership service when SEN is identified.
When necessary, the school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to difference.
The school's premises and facilities are equally available and accessible for use by all groups within the community.

g) Leadership and management

Steps are taken to ensure the school's admission process is fair and equitable to all pupils, including short-stay Traveller and Refugee pupils and those with English as an additional language.
This school does not discriminate against a disabled student in the arrangements it makes for determining admission.
We will admit students with already identified special educational needs. Students with statements of special educational needs will always be admitted unless, through the statutory assessment process, it is demonstrated that the students' inclusion would be incompatible with the efficient education of other children.
Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. is included in admissions forms and gathered at admissions interview.
The school adheres to recruitment and selection procedures which are fair, equitable and in line with statutory duties.
We welcome people from under-represented groups to apply for positions at all levels in the school and ensure recruitment and selection processes are monitored. Equality and diversity issues are reflected in our school's employment practices
Everyone associated with the school is informed of the contents of this policy. All staff and visitors must support the ethos of the school, promoting equality and challenging bias and stereotyping wherever they observe it. We will ensure that staff training continually highlights equality issues. Equality is incorporated in the induction programme for new staff.

The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.
Staff and visitors provide a wide range of role models and the school strives to reflect the diversity of the local and wider community.
This school opposes all forms of racism, homophobia, prejudice and discrimination.

h) Linguistic Diversity
We welcome the diversity of languages in our school and we give them all status and value. We look for opportunities to use our languages to enrich the curricular experience of all our pupils and we draw upon the expertise of our school community wherever possible.

7. Furzeham Primary & Nursery School Equality Objectives

1. To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.
2. To raise levels of attainment in core subjects for vulnerable learners.
3. To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.

THINKING SCHOOLS ACADEMY TRUST

Appendix 1

XXXX School Equality Impact Assessment (EIA) – Project/Process

The aim of an equality impact assessment (EIA) is to consider the equality implications of our policy, practice, function or service on different groups of staff and students, and consider if there are ways to proactively advance equality.

Part 1: EIA Details

Name of the policy, practice, service or function being assessed, and a brief overview of its aims and objectives		**Is it new or existing?**	
Who is responsible		**Date of completion**	
EIA completed by		**EIA approved by**	

Evidence Gathering and Engagement
What evidence has been used for this assessment?

Who have you engaged and consulted with as part of this assessment?

Groups that may be affected:

Consider the impact on different groups of Staff

Are there concerns that the policy/project/process could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential **adverse** impact	Existing or potential for a **positive** impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental health disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (Trans staff, and non-binary staff)		
Marriage and civil partnership		
Race Staff from minority ethnic backgrounds (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief Staff and students with different religions and/or beliefs (practices of worship, religious or cultural observance, including non-belief)		
Sex and gender Gender (including men, women and pregnancy/maternity, surrogacy and adoption)		
Sexual orientation (LGBTQ+ actual or perceived)		
Socio-economic backgrounds		

Geography		

Any adverse impacts are explored in the Full Impact Assessment below.

Part 2: Full EIA

Identify the aims of the policy/service/function and how it is implemented.
EG) The aim of the redundancy process is to remove a deficit position in the school's budget, created by government cuts to funding. It will be implemented in accordance with existing law and good practice, advised by HR

Assessment of impact (with regard to protected characteristics: disability, gender, race, religion or belief, sexual orientation, age, marriage and civil partnership, pregnancy and maternity)
EG) The following adjustments will be made to the redundancy selection process if required: *Addition support with completion of audit* *Adjustments to interview process to ensure all candidates can participate equally* *Ensure that staff who are on maternity leave are invited to consultation meetings or provided with information is writing*

Consideration of alternative measures or adjustments.
EG) The redundancy process will be subject to consultation with unions and staff and will be responsive to suggestions made.

Consultation
EG) Early consultation will take place on XXX with unions and staff

Data to support the Assessment
EG) The deficit, if left unchecked, will be XXX in 2012/13 and a deficit of XXX in 2013/14

Monitor for adverse impact in the future and publication of results of such monitoring
EG) We will assess the outcome of consultations in order to ensure that no groups of staff are more adversely affected than others.

Publication of results of the impact assessment
EG) The assessment will be made to the Governing Body and published through the minutes.

Part 3: EIA Action Plan

Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Lead person	Timescale	Resource implications	Comments

Part 4: Monitoring and review

How will you monitor the impact once it has been put in to effect?	Timeframe	Lead person

External review	Timeframe	Lead person

Review date	Timeframe	Lead person