



**Equality Information and Objectives  
Statement**  
*Review of Objectives 2026*

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## 1. Introduction

The Governing Body of Furze Platt School is committed to the principle of equality for all in employment of the school and in the provision of teaching and learning. We take pride in our diverse community and all the cultural richness that it brings. We proactively assert that we are an anti-discriminatory organisation, committed to the eradication of all forms of covert and overt discrimination.

This statement outlines our commitment to equality and diversity. It sets out our intention to create an environment in which everyone in our school community can take full part in the social and cultural life of the school. It also sets out our commitment to promote equality and diversity amongst our students, families/carers, staff and the wider community.

## 2. Statement of Intent

The school recognises that certain groups in society have historically been disadvantaged on account of unlawful discrimination they have faced on the basis of their race, sex, disability, religious belief, sexual orientation, marriage/civil partnership, pregnancy/maternity, age, gender reassignment. We aim to eliminate prejudices, unlawful discrimination and victimisation within the school, community and amongst the school staff.

We aim to develop a strong, sustainable and cohesive community with equality of opportunity within our school. We will continue to develop and promote policies and systems that make sure that the school community and our staff are not unlawfully discriminated against.

The Public Sector Equality Duty aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010 by removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

All staff are responsible for promoting inclusion consistently in their day-to-day professional responsibilities and for supporting students and their families to share the school's commitment to equality.

## 3. Equalities Information

- 3.1. All stakeholders at Furze Platt Senior School are asked to live through our ACHIEVE Values of Being AMBITIOUS, Being COLLABORATIVE, Being HAPPY, Showing INTEGRITY, Showing ENDURANCE, Showing VERSATILITY and combining all of them to achieve EXCELLENCE – we all strive to demonstrate these both in and out of school, at all times in all that we do.
- 3.2. We promote inclusivity at all times, regardless of race, sex, disability, religious belief, sexual orientation, marriage/civil partnership, pregnancy/maternity, age, gender reassignment and we endeavour to improve the lives of all our students, staff, parents, carers and other stakeholders.
- 3.3. We celebrate our diversity and take steps to tackle all kinds of bullying and in doing so, we believe that children will be happier and more successful. We celebrate all our students and their families without discrimination. We are a caring community where our values are built on respect and inclusivity for all.
- 3.4. We are determined that all our students will achieve the best that they can academically. We analyse data on pupil performance regularly so that we can identify any groups of students that appear to be under performing, analyse the reasons why and take steps to remove any barriers to learning.
- 3.5. We are committed to ensuring that all students have as full access as is reasonably practical to all the opportunities that the school provides and that all students, regardless

of background, gender, culture, faith, ability, economic status or ethnic origin, will be treated with equal respect by fellow students and all school staff.

- 3.6. Children in our SHINE (ASC resource base) are taught in the classrooms alongside all the other children in their year group. They are supported in the classroom by the class teacher and a teaching assistant, only leaving the classroom for any interventions they require. In addition to doing whatever is reasonably practical to meet the specific needs of children who are disabled, have Special Educational Needs, have medical conditions or qualify as Pupil Premium we endeavour to ensure that they do not miss out on out of class activities, such as school trips or opportunities to attend any clubs.
- 3.7. Furze Platt Senior School has specific policies on each of Admissions, Behaviour for Learning, Anti-Bullying, Equalities and Special Educational Needs. We ensure that all policies, where appropriate, but especially these policies, promote all forms of equality. Policies are regularly reviewed and agreed by the school's Governors. They form a key part of the basis of the day to day running of our school.
- 3.8. All stakeholders are consulted in our decisions around how we promote equality and eliminate discrimination through questionnaires. Students are consulted through School Council.

#### **4. Monitoring & Review**

In line with the requirements of the Public Sector Equality Duty we will produce a report on our progress every year and review and revise the Schools Equality Objectives every four years.

## 5. Equality Objectives: Review of Objectives January 2026

Aim	Equality Objective	Focus Group	Actions	Staff Responsible	Success Criteria	Review January 2026
<p><b>Eliminate unlawful discrimination, harassment, and victimisation.</b></p>	<p>To extend our students' understanding of cultural diversity and tolerance of differences in culture and religious beliefs through positive experiences of different cultures traditions and languages.</p>	<p>Students</p>	<ul style="list-style-type: none"> <li>• Further develop tutor programme</li> <li>• Further adapt subject curriculum, where appropriate, to include diverse cultural experiences</li> <li>• Further develop the PSHE programme to educate students, including teaching about the Equality Act 2010.</li> </ul>	<p>AHT Pastoral  AAHT Curriculum</p>	<ul style="list-style-type: none"> <li>• Further reduction in discriminatory incidents</li> <li>• Evidence within curriculum areas, and the tutor programme</li> </ul>	<p>Embedded within PSHE curriculum, tutorial programme and wider personal development opportunities.</p>
	<p>Ensure all staff are aware of their responsibilities to address and report incidents of discrimination, in accordance with the Equality Act 2010.</p>	<p>Staff</p>	<ul style="list-style-type: none"> <li>• Deliver staff training on forms of discrimination and how to report incidents.</li> <li>• Half termly analysis and review of incidents of discrimination.</li> </ul>	<p>DSL</p>	<ul style="list-style-type: none"> <li>• Evidence in provision map of accurate reporting and follow up of any discriminatory incidents.</li> <li>• Data of discriminatory incidents used to provide targeted support for individuals or groups to prevent discriminatory behaviours reoccurring.</li> </ul>	<p>Embedded within annual safeguarding training to staff.</p> <p>HR team have implemented additional annual Equality and diversity training via National College. All staff complete this,</p>

<b>Advance equality of opportunity for all</b>	To ensure that all students new to the school, including EAL and SEND experience a successful transition, are happy and settle in quickly.	Students	<ul style="list-style-type: none"> <li>• Ensure that transitions for students with SEND are planned and implemented in line with the needs of the students. This may include additional tours, meetings, and transition days</li> <li>• Increased collaboration with Medical officer, Transition co-coordinators and HOP/Pastoral managers</li> </ul>	SEND	<ul style="list-style-type: none"> <li>• Positive Feedback from students/parents/teachers</li> <li>• Reduction in negative behaviour sanctions in Y7</li> <li>• Design and implementation of formal transition processes for Y6--&gt; 7 and in year transfers.</li> </ul>	<p>DHT Admissions, ensures all relevant colleagues are informed on needs of pupils joining the school. This includes Year 7 and In Year Transfers.</p> <p>Significant reduction has been seen in negative behaviour sanctions for pupils in 2025/6 Year 7 intake.</p>
	To ensure that all students, make at least good progress year on year and to close gaps in attainment and progress between disadvantaged and non-disadvantaged peers.	Students	<ul style="list-style-type: none"> <li>• Ensure Sixth Form Mentoring and Coaching opportunities are available to students (based on monitoring data analysis)</li> <li>• Ensure KS3 &amp; KS4 academic &amp; pastoral support is available to students in most need (based on robust data analysis)</li> </ul>	Heads of Key Stage	<ul style="list-style-type: none"> <li>• Increased % of SEND/PP/External students taking up Level 3 mentoring and coaching</li> <li>• Increase the proportion of PP/SEN students being supported.</li> </ul>	<p>Embedded Raising Achievement Teams in both KS3 and KS4.</p> <p>ACHIEVE panels in KS3/4 and KS5 to review pupil data and allocate appropriate provision to support progress and wellbeing.</p> <p>KS5 Learning Mentors support with Sixth form pupil progress.</p>

	<p>Ensure opportunities are offered to staff whilst implementing strategies to retain the breadth of appropriate skills and expertise and the stability to ensure high standards are maintained.</p>	<p>Staff</p>	<ul style="list-style-type: none"> <li>• Range of whole staff CPD opportunities at different levels offered to staff to support EO for all</li> <li>• Range of support interventions offered to specific staff such as observations/mentors/buddies etc...</li> <li>• As appropriate working parties (students +staff) to support CPD and EO for all in school specific priority areas</li> <li>• New/existing policies + posts monitored to assess/ensure CPD needs and support EO for all</li> </ul>	<p>CPD</p>	<ul style="list-style-type: none"> <li>• Range of QA such as HoD/ SLT LW/PM evidences EO in practice across the school.</li> <li>• Monitoring of EO for all evidenced improvements in school specific priority areas</li> <li>• Policies/posts reflect support has been provided to ensure EO for all and increase this across the school</li> </ul>	<p>National College package purchased to allow all staff to access a wide range of training to meet their personal CPD needs.</p> <p>Implementation of Lead Practitioners to support colleagues with coaching.</p> <p>Teaching triads.</p> <p>Staf survey includes questions on CPD.</p>
<p><b>Foster Good Relations between people</b></p>	<p>Encourage equal participation for all in all aspects of school life by actively promoting opportunities fairly in and out of lessons and through other media to which all students have access.</p>	<p>Students</p>	<ul style="list-style-type: none"> <li>• Use a range of communication methods (digital and tutor notice) to promote both enrichment and super curricular opportunities to the Sixth Form.</li> </ul>	<p>Heads of Key Stage / Enrichment</p>	<ul style="list-style-type: none"> <li>• Increased % of students engaging with super curricular and REC activities.</li> </ul>	<p>Clubs advertised both in tutorial, on website and directly to parents.</p> <p>Whole year group trips run to ensure all pupils have access to enrichment opportunities. Enrichment afternoons runs for KS3 annually.</p> <p>All Sixth form participate in REC weekly.</p> <p>145 trips ran in 2024/5.</p>

	<p>To ensure that all parents/carers are happy to come to school take part in school events and feel they are able to raise concerns about their child or about the way they are treated as a member of the school community and do not feel they are discriminated against in any way.</p>	<p>Parents / Carers</p>	<ul style="list-style-type: none"> <li>• Further develop two-way communications channels between the school and parents</li> </ul>	<p>Deputy Headteachers</p>	<ul style="list-style-type: none"> <li>• Increased participation / engagement with school</li> <li>• Increased attendance at school events such as Parents' Evenings</li> </ul>	<p>Increased use of parental surveys since 2024.</p> <p>Parental survey before implementation of Yondr.</p> <p>Accessibility map for Open Evening.</p>
	<p>Strengthen links between the school and local community including businesses, charitable organisations and other schools.</p>	<p>Local &amp; Wider Community</p>	<ul style="list-style-type: none"> <li>• Further develop relationships with the local community and wider area</li> <li>• Work with and increase use of Teach Maidenhead partnership in recruitment of trainee teachers</li> </ul>	<p>Deputy Headteacher  Assistant Headteacher / T&amp;L</p>	<ul style="list-style-type: none"> <li>• Increased participation / engagement with school</li> <li>• Greater numbers of applicants to train / work at FPSS</li> </ul>	<p>Increase in links with local charitable organisations including Thames Valley Hospice and Baby Bank.</p> <p>We have developed our Alumni links and utilised these representatives to support at the careers fair.</p> <p>We continue to develop opportunities for links with the community.</p> <p>Primary links being strengthened in 2025/6 via Primary Roadshow visits.</p>

### Summary of progress over the past three years

- Reduction in incidents reported relating to LGBTQ+ discrimination and disability discrimination.
- Increase in the % of PP/SEND students in receipt of academic support (e.g., KS3 and KS4 RA/Subject Support Clinics etc.)
- Expansion of the PiXL Build Up Mentoring Programme for the least able in year 10/11.
- PP/NonPP enrichment participation gap reduced.
- Increase in % of SEND/PP/AN/External students in receipt of mentoring and coaching at Level 3..
- Greater range of Sixth Form enrichment opportunities.
- Increased promotion supercurricular study to the entire Sixth Form.
- Personal development aspect of the tutor programme that educates students about the law around discrimination.
- Increase of staff awareness and equalities via CPD on diversity race, gender and sexuality, via annual Equality and Diversity teaining.
- Increased focus on accessibility of T&L to support EO for all via adaptive teaching focus.