



*Bierton CE Combined School and Nursery*

## Equality, Diversity and Inclusion Policy

*Accepted on September 2025*

*Due for review in July 2027*

At Berton CE Combined School and Nursery, we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

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

**A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1**

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Berton CE Combined School and Nursery we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

## **Our school ethos and values**

*'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'*  
*Matthew 5:16*

We aim to develop in all children not only their academic potential but also an understanding of good citizenship, based on principles of truth, justice, courage, respect and tolerance. We want to create a sense of self-esteem, self-confidence and self-worth in every pupil, as well as help each pupil to realise their own potential.

In order to achieve this we seek to help pupils develop lively and enquiring minds with an ability to apply themselves to tasks and the skill to interpret the world around them, whilst helping them acquire the knowledge and skills demanded by society in the adult world.

We recognise the importance of home, school and the local community working in partnership and

by having a relationship between the staff and pupils which reinforces expected attitudes and behaviour in a friendly and caring way, enhancing the quality of school life for all. We promote understanding and tolerance of others and an awareness of the wider world.

These aims are supported by a 'broad and balanced' curriculum which is carefully structured to build on prior successes.

## **Our school profile**

At Bierton CE Combined School and Nursery there are usually around 400 pupils on role and a further 28-32 pupils in the Nursery. The School is situated in the village of Bierton but has a catchment area that includes the Coppice and the New Kingsbrook Estate. This means that whilst there are some affluent families, there are also areas of deprivation.

Whilst the number of children in receipt of Pupil Premium changes slightly each year, there are currently 52 children (13.4% of the school) and this is an increase from 10% in 2021. In addition, the school has around 15% of children who are disadvantaged due to a special educational need, with around 5% of these children holding an Education, Health Care Plan.

The school has a roughly even split of boys (52%) and girls (48%) although in some classes there are more boys than girls and vice versa.

The school population represents a number of different ethnic groups. 62% of pupils identify as White British. The next largest groups are Indian (8.5%), Pakistani (7.2%), Any other White Background (3.6%), White and Black Caribbean (3.1%), Black African (2.8%), Any other mixed background (2.3%), White and Black African (2.3%), Any other Asian Background (2.1%), White and Asian (1.8%). All other ethnic groups total 4.4% of the school population.

There are 58 members of staff at Bierton CE Combined School and Nursery, 10.3% are males, 96.5% identify themselves as White British and have an average age of 42 years old.

## **Fulfilling our public sector equality duty**

### **How we eliminate discrimination, harassment and victimisation:**

*Bierton CE Combined School and Nursery* does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in the staff handbook and on the school website and they are also referenced in the Anti-Bullying and Behaviour Policy.
- The Anti-Bullying policy outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff
- The *Complaints Policy* outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

## **How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:**

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
  - Progress and attainment
  - Admissions
  - Attendance
  - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school

## **How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:**

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carers helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.

- We take steps to ensure diversity in our student council, governing body and staff team
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

## **Responsibilities**

**The governing body** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing body has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

**The head teacher and senior management** are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

**All staff** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

**All parents/carers** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

**All visitors** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

**All students** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

## **Equality Objectives and Action Plan**

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Student admissions</li> <li>• Student attendance</li> <li>• Student performance/achievement</li> <li>• Student sanctions</li> <li>• Student rewards</li> </ul> | <ul style="list-style-type: none"> <li>• Staff recruitment, retention and promotion</li> <li>• Staff disciplinary and capability proceedings</li> <li>• Records of prejudice-related incidents</li> <li>• Complaints by parents and carers</li> </ul> |
|---|---|

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes this information on the school's website.

The school identifies any equality training needs within our staff by analysing data and responding to any concerns expressed by children, parents, staff or visitors. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

***Our current Equality Objectives and Action Plan are attached as Appendix 2***

## **Equality Impact Assessments**

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

***A template for conducting equality impact assessments is attached as Appendix 3***

## **Breaches of this policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body. This will involve informal or formal action, and further sanctions or training as appropriate.

## Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> <li>• they have a particular protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information <a href="#">here</a> .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.

Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: <ul style="list-style-type: none"><li>• making a claim or complaint of discrimination</li><li>• helping someone else to make a claim by giving evidence or information</li></ul> Or because they intend to do so.

## Appendix 2: Equality Objectives and Action Plan

Objectives	Actions	Staff member	Date	Success criteria
Promote equality and celebrate diversity	Plan workshops / presentations into long term plan of opportunities to cover a wide range of religions, SEND awareness and cultural diversity.	SLT	Summer Term 2026 and ongoing.	Children will have access to a wide variety of opportunities.
	Develop assemblies led by pupils	SLT	Ongoing	Pupils will be leading a range of assemblies across the school year.
	Develop further links with parents to encourage them to come into school to talk to the children.	SLT	Ongoing	Parents from a range of ethnicities, cultures and backgrounds will speak to the children across the year.
Raise the percentage of SEND pupils who attend extra curricular activities after school.	Offer a specific SEND focused club each term where specific pupils are directly invited to take part.	SENDCO	Ongoing	The percentage of children with SEND attending an extra curricular club will increase.
	Pupil voice with SEND children to find out extra curricular activities they would like to attend.	SENDCo	September 2025	The percentage of children with SEND attending an extra curricular club will increase.
	Raise awareness amongst all staff to consider how an extra-curricular club could be adjusted to support a child with SEND.	SENDCo	Ongoing	The percentage of children with SEND attending an extra curricular club will increase.
Increase diversity of the staff by September 2027 to 20% taking into account gender and ethnicity.	Recognising and supporting needs relating to culture, gender, age, ability, religion and sexual orientation.	SLT	Ongoing	The staff reflect the diversity of the local area and community of Buckinghamshire.
	Ensure all staff attend some form of diversity / unconscious bias training.	SLT and Governors	Ongoing	All Staff and Stakeholders can articulate the meaning of unconscious bias.
	Review recruitment procedures and job adverts so that they encourage diversity amongst applicants.	SLT and Governors	Ongoing	Applications show an increase in number of people from diverse backgrounds, including men, those from ethnic minorities, younger people and those with disabilities.
	Look at Social Media Campaigns and groups for advertising to target different ethnic groups. Consider Open invites to coffee mornings for Learning Support assistants which is sent out to all different groups. Consider using Linked In for targeting different ethnic groups.	SLT and Governors	Ongoing	Applications show an increase in number of people from diverse backgrounds, including men, those from ethnic minorities, younger people and those with disabilities.

Last updated (date) .....

By .....

## Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed	Review date	