BUCKINGHAMSHIRE COUNCIL

Buckingham Primary School & Nursery

Equalities Policy

Adopted by Governors Full GB: **November 2025**

Date of next review: **November 2027**

Reviewed Nov 25: Statistics changed to reflect cohort
Revised Objectives (Appendix 2)
Appendix 4: Insertion of 'Tip for promoting equality and diversity'

The equality duty requires all schools to:

- **eliminate discrimination, harassment and victimisation;**
- **advance equality of opportunity;**
- **foster good relations across all characteristics.**

In addition, schools have two specific equalities duties:

- to publish information to show how they are complying with the Equality Duty annually;
- to set and publish Equality Objectives by at least every four years.

The community cohesion duty:
It is important to note that while the explicit duty on Ofsted to report on schools' contribution to community cohesion has been removed, community cohesion will remain within the scope of inspection. In addition, the duty on schools to promote community cohesion remains in place.

This Equalities Policy encompasses the Equality protected characteristics regarding Disability, Gender, Race, Sexual Orientation, Religion Belief/Non-belief, Gender Re-assignment and Pregnancy and Maternity which have been enshrined in the Equality Act 2010. Please note that Age and being married or in a civil partnership are not protected characteristics for the school's provisions but are for employees. This policy covers age discrimination from the point of the school as an employer.

Buckingham Primary School & Nursery Equalities Policy

BPS Vision

As a community we grow to reach our full potential, grounded on a foundation of strongly upheld core values, care and high expectations.

We believe education is the most powerful gift - ours to give to all of those we serve

Introduction

At Buckingham Primary School 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 Buckingham Primary 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 Values and Ethos

Values

Compassion	We consider other people's feelings and show care, kindness, understanding and empathy to all.
Courage	We are brave and believe we can. With courage we can show determination to follow our morals / beliefs / aspirations and stand up for what is right, even when no-one is looking.
Honesty	We are honest with each other and ourselves at all times.
Resilience	We strive to overcome challenges and to find our own way to succeed.
Respect	We value everyone and everything in how we listen, speak and in what we do. Our kind hands, kind words and kind heart reflect our true selves; the BPS community.
Responsibility	We make good choices because our actions matter; through our choices we can inspire others.

Ethos

We are a welcoming and inclusive learning community. We actively seek to meet the needs of all children; providing challenge, identifying and removing any barriers and empowering them to learn and grow as they progress through our school. At the heart of this is our firm belief in equality of opportunity and high expectations and aspirations for all.

At our school we are committed to:

- The safeguarding and wellbeing of all children and adults.
- Provide high quality teaching and learning to enable every child to make good progress with all aspects of their learning so that they can succeed and find their talents.
- Develop an innovative curriculum that is creative, engaging and purposeful for all children.
- Create independent, life-long learners who embrace challenge and love their learning; strengthen their resilience and confidence in taking risks and learning from mistakes.
- Be a fully inclusive community where everyone can contribute, feels happy, safe and secure.
- Ensure that all children are given equal opportunities.
- Treat learners as individuals and to differentiate teaching and learning to take account of their individual and special needs, as well as their talents.
- Enliven and enrich the curriculum by visits, visitors, and extensive use of our wonderful environment.
- Ensure excellence permeates every aspect of school life.
- Enable parents, carers, and the wider community to be partners in the ethos of the school.
- Provide for children's physical, mental, social, spiritual, moral and cultural development.
- Help children make wise decisions about their own wellbeing.
- Be a safe place where children are free from any kind of exploitation or discrimination.
- Provide stability and security, and support transition between each phase within and beyond our school
- Maintain an ethos marked by a welcoming, friendly, bright, lively and happy place where learners feel secure.

Buckingham Primary School & Nursery Profile

Buckingham Primary School & Nursery is well located, close to the centre of Buckingham town. The school has a large catchment area within town. The majority of children attending the school live in catchment. The school is one of four primary schools in Buckingham.

- There are 433 pupils on roll at the school and nursery. 353 school pupils, 80 nursery.
- Currently there are 229 boys and 204 girls on roll at the school and nursery (Nov 25).
- The school and nursery employs 92 staff. The gender split for staff is 11 men, 81 women.
- The ethnic makeup of the pupils registered at the school covers White British, White Irish, White Other Background, Asian Background, Pakistani, Black African, Black Caribbean, Chinese, Mixed background, Asian, White Black African, White Black Caribbean, White Asian
- The ethnic makeup of school staff and Governors covers White British, White Other, Asian or British, Indian, Mixed White and Black African, White Irish, Mixed White and Black Caribbean
- There are 2 pupils with a physical disability on roll and 1 child with hearing disability in nursery (November 25). Two members of staff have declared a disability. No Governors have declared a disability.
- The school is physically accessible.

- Religious groups represented are Christian (including CofE, Catholic, Baptist, Methodist and Anglican), Hindu, Buddhist, Muslim, Sikh, Islam
- The demographic trend in the local area is predominantly white British whilst there has been significant change in demographics over the past 3 years with EAL at 30.6%, compared to 23.4% National (July 2025).
- The percentage of school pupils in receipt of free school meals is 18%, National 25.7% (Jan 25)
- The percentage of pupils with EHCPs is 2.6 % compared to National 5.3%. 4.2% are at EHCNA (3.1% beyond timeframe).
- The school ensure those who identify as lesbian, gay or bisexual have their needs met through an age appropriate curriculum and access to pastoral support if required. We work closely with parents whose children are exploring their gender identity and make sure that we focus on the child's choice, putting their needs first. We have reviewed our uniform policy, ensuring that it does not make assumptions about who wears trousers or skirts whilst still providing clear and simple rules for clothing expectations at school.
- The staff age profile of the school is 17 – 76 years.

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

Buckingham Primary School & 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 on the website or school policy folder and they are referenced in the behaviour policy, anti-bullying policy and anti-harassment and bullying policy.
- The anti-harassment and bullying policy outlines 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, and 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 pupil 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 pupils' work is differentiated appropriately, and that the curriculum is accessible to all pupils.
- We respect the religious beliefs and practice of staff and pupils 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 pupils, 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 pupils 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/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our pupil 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 pupils 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 pupils 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:

- Pupil admissions
- Pupil attendance
- Pupil performance/achievement
- Pupil sanctions
- Pupil rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

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.

The school identifies any equality training needs within our staff through performance management. 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.

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	This can be direct: When someone is treated less favourably than another person or other people because: • they have a particular protected characteristic • someone thinks they have that protected characteristic (discrimination by perception) • they are connected to someone with that protected characteristic (discrimination by association) 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.
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 here.
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	Taking reasonable steps to remove disadvantages faced by disabled people by: • changing provisions, criteria or practices • changing or removing a physical feature or providing a reasonable alternative way to avoid that feature • providing auxiliary aids
Religion or belief	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.

	We include people who have no religion or a lack of belief.
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: • making a claim or complaint of discrimination • helping someone else to make a claim by giving evidence or information Or because they intend to do so.

Appendix 2

Buckingham Primary School and Nursery

Equality Objectives 2025–2029

Introduction

At Buckingham Primary School and Nursery, in accordance with the Equality Act 2010 and our Equalities Policy, we are committed to:

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity
- Fostering good relations across all characteristics

We aim to ensure equality of access for all pupils, promote positive attitudes and values, and prepare our children for life in a diverse society.

These objectives have been set following a review of school data, stakeholder feedback and our ongoing commitment to equality and inclusion.

Equality Objectives Overview

Objective	How this will be achieved	Success Criteria / Evidence of Impact
1. Promote gender equality and challenge stereotypes across the curriculum and wider school life	• Provide balanced male/female role models through staffing, curriculum and visitors. • Highlight equality and inclusion through themed events e.g. *International Day of Women and Girls in Science.* • Challenge gender stereotypes in lessons, resources and discussions. • Ensure equal access to sports, leadership and enrichment opportunities. • Promote positive, non-discriminatory language and behaviour.	• Curriculum and assembly records showing gender balance. • Pupil surveys showing positive attitudes towards equality. • Behaviour/CPOMS data evidencing swift response to incidents. • Range of male/female visitors and role models reflected in curriculum.
2. Celebrate racial and cultural diversity and	• Ensure a broad and representative curriculum	• Curriculum audits demonstrating diversity and

ensure representation across the curriculum	reflecting diversity. • Regularly review resources to ensure inclusive representation. • Celebrate diversity through assemblies, cultural events and themed weeks. • Encourage pupils and parents to share heritage, languages and traditions. • Log and review all incidents related to discrimination; share trends termly with Equalities Governor.	inclusion. • CPOMS reports reviewed termly by Equalities Governor. • Displays and assemblies reflecting cultural diversity. • Pupil and parent feedback evidencing a sense of belonging.
3. Ensure equity and inclusion for pupils with SEND and physical/medical needs	• Maintain and review accessibility of the school site and learning environments. • SENCO to meet regularly with year groups to plan for individual needs. • Provide regular CPD to enhance staff confidence in inclusive practice. • Strengthen partnership with parents to review provision. • Facilitate opportunities for children with SEND to share experiences appropriately.	• Accessibility audits and SEN reviews. • Parent/pupil feedback showing confidence in provision. • Evidence of inclusive classroom practice through monitoring. • EHCP/SEND progress data.
4. Promote respect and understanding for different religions and beliefs	• Review and enhance RE curriculum for balance and depth across all major world religions. • Organise visits and invite visitors from a range of faith communities. • Ensure assemblies reflect religious and non-religious worldviews. • Encourage pupils to share personal experiences of faith where appropriate.	• Updated RE long-term plans and lesson evaluations. • Assemblies calendar showing diverse representation. • Pupil voice showing improved understanding of world faiths. • Reduction in prejudice-related incidents linked to religion or belief.
5. Develop a trauma-	• Embed attachment-aware and trauma-informed	• Pupil wellbeing surveys show improved regulation

informed, mentally healthy school culture	practice throughout school. • Maintain specialist provision (Rainbow Room, Treetops Room). • Provide staff training on emotional regulation and wellbeing. • Use personalised timetables for pupils with identified needs. • Work towards Virtual Schools Trauma-Informed Accreditation. • Monitor impact through curriculum review and pupil voice.	and confidence. • Staff training and supervision logs. • Behaviour/attendance data showing improved engagement. • Accreditation achieved or progress evidenced.
6. Strengthen pupil voice and participation in equality and inclusion	• Ensure diversity within School Council and pupil leadership roles. • Include equality and diversity in pupil-led assemblies and projects. • Use *Voice 21 Oracy* approaches to promote confident and respectful discussion on equality issues. • Involve pupils in reviewing Equalities Policy and school priorities.	• School Council minutes evidencing pupil input. • Pupil-led assemblies promoting inclusion. • Oracy assessments and classroom dialogue demonstrating awareness. • Increased confidence shown in pupil surveys.
7. Diminish the difference in attainment for disadvantaged pupils	• Develop pupils' oracy skills through Voice 21 strategies to enhance communication, reasoning and vocabulary across the curriculum. • Provide additional targeted support and interventions for disadvantaged pupils to accelerate progress. • Strengthen relationships with families to improve engagement and attendance. • Adapt curriculum content and teaching approaches to ensure accessibility and	• Disadvantaged pupils make accelerated progress towards age-related expectations. • Reduction in attainment gap between disadvantaged and non-disadvantaged pupils. • Evidence from oracy assessments, pupil work and lesson observations. • Improved parental engagement and attendance. • Case studies evidencing successful individual outcomes.

	ambition for all learners. • Monitor attainment and progress data to identify and respond to gaps.	

Monitoring and Review

- Progress against these objectives will be reviewed termly by the Senior Leadership Team and the Equalities Governor.
- Outcomes and progress will be reported annually to the Governing Body.
- The Equality Objectives will be published on the school website and reviewed again in Autumn 2027.

Linked Policies and Documents

- Anti-Bullying Policy
- Behaviour Policy
- SEND Policy and Information Report
- Accessibility Plan
- PSHE and RE Curriculum Plans

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	

Appendix 4

Tips for promoting equality & diversity

1. Identify & prevent unconscious bias

We all have **unconscious biases.** If we don't acknowledge this about ourselves, then how can we tackle it?

To become aware of your own biases, take an **Implicit Association Test (IAT)**. Pay particular attention to bias relating to the 9 protected characteristics (e.g. age, disability, gender reassignment, marriage, pregnancy, race, religion, gender and sexual orientation) as this is discrimination.

2. Put equality policies in place

Everyone should be treated fairly in all day-to-day activities and work-related decisions (recruitment, training, promotion, allocating work, pay, etc.). We should be embracing people's differences, as a more **diverse workforce is more profitable** too.

Everyone must be treated fairly in all day-to-day activities and work-related decisions (recruitment, training, promotion, allocating work, pay, etc.). But we should go further still. Diversity and Inclusion expert Verna Myers put it best, "Diversity is being invited to the party; inclusion is being asked to dance". Embrace people's differences.

3. Mind your language

Check that all your communications are **free of discriminatory and sexist language**. Careless or sloppy language and stereotyping, however unintentional, can create a perception of inequality and make people feel vulnerable.

4. Use objective criteria

When recruiting, training and promoting, ensure you have clear, objective criteria to ensure that you always make decisions based on merit and aren't influenced by bias. Encourage group decision-making or conduct audits if there is a concern about a particular team, manager or business unit.

Free Promoting Equality Training Presentation

5. Be proactive

Don't slavishly follow the rules if you think they are wrong, create unintentional bias or lead to some groups being treated less favourably than others. Instead,

work to get them changed. If no one steps up to change the status quo, these unconscious biases will continue to dictate our workplaces.

According to The Independent, the good news is that Generation Z (the under 25s) are twice as likely as older generations to challenge norms and promote inclusion.
"There's a new glass ceiling and it has remained unseen, but it seems Generation Z have better eyesight - they can see it [inequality] and they want to smash it."
Debbie Klein, Group Chief Marketing & Corporate Affairs Officer, Sky

Empower your employees to call discriminatory behaviour or practices.

6. Get advice if needed

Your HR or Legal & Compliance departments will be able to offer sound advice on how to avoid **unconscious bias** or discrimination when making complex decisions such as terminating contracts or making people redundant to ensure that the rules are followed correctly.

7. Watch out for indirect discrimination

Make sure that your company policies don't inadvertently put certain groups at a disadvantage. For example, a requirement to be 'clean-cut' could discriminate against anyone who wears their hair long for religious reasons.

Conversely, don't pretend you have not noticed harassment by a predatory manager because "it's just banter" or "he doesn't mean anything by it". It has the potential to **damage your reputation forever**.

Finally, workplace equality isn't just about implementing procedures to stop workplace discrimination. That's the easy bit. We also have to actively promote equality and inclusion, ensuring people are free to focus on what matters most - making our company the best it can be.