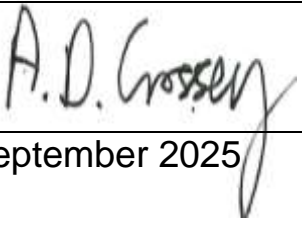


# EQUALITIES & COMMUNITY COHESION POLICY



<b>NAMED PERSON:</b>	Matt Wardle
<b>ATTACHED COMMITTEE:</b>	

<b>Adopted:</b>	
<b>Last Review Date:</b>	September 2025
<b>Review Cycle:</b>	2 Years
<b>Next Review Date:</b>	September 2027

<b>Mr Andy Crossey</b> Chairman of Governing Body
<b>Signed:</b> 
<b>Date:</b> September 2025

1. At The Buckingham 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 Annex 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 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):

- Behaviour for learning
- Accessibility
- Anti-bullying
- Uniform
- Recruitment
- Relationships and Sex Education
- Special Educational Needs
- Safeguarding and Child Protection

### **The Buckingham Way**

Please see Annex 2.

### **Our school profile/context**

Please see Annex 3.

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

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

We do 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 via CPOMS and shared with the governing board 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 Behaviour for Learning Policy and Anti-Bullying Policy available on the school website

The Complaints and Resolutions 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 available on the school website

#### **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 current Equalities Objectives and Action Plan for further details.

We regularly consult 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.

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:**

The Buckingham Way is built on a foundation of an unwavering demand for 'Kindness to All' built around Respect, Responsibility and Reflection.

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/carer helpers etc.

Our behaviour policy includes a requirement to respect other people and their different identities.

We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

### **Responsibilities**

**The Governing Board** 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
- The governing board 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 Headteacher and Senior Management** are responsible for:

- Overseeing the implementation of the Equality, Diversity, Community Cohesion Policy
- Ensuring that all who enter the school are aware of, and comply with, the 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
- Role model the expected behaviours as outlined in the Policy
- Understanding and complying with the 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, whilst delivering educational interventions and recording accurately on CPOMS
- 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
- Work with the school to promote the positive attitudes and ethos outlined in the policy and align with The Buckingham Way
- Understanding the ethos of the school and complying with the school's Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the Policy

**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 Policy

**All students** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Immerse themselves into The Buckingham Way and demonstrate the values within it
- Understanding the ethos of the school and complying with the school's Policy
- Reporting prejudice-related incidents and when confident challenge stereotypes and prejudices
- Understanding, valuing and celebrating diversity

### **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:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student 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, students 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.

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 is attached as Annex 4.**

## Annex 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.
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.
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	<p>Treating someone badly because they are:</p> <p>making a claim or complaint of discrimination</p> <p>helping someone else to make a claim by giving evidence or information</p> <p>Or because they intend to do so.</p>

## **Annex 2: The Buckingham Way**

**The Buckingham Way** is our culture. The foundation block on which everything in our school rests is Kindness.

**The Buckingham Way** is clear that **Kindness to All** is a non-negotiable expectation for our whole community.

We strive to display three key behaviours (our **Core Choices**) at all times. We celebrate with students when they are able to demonstrate **Respect, Responsibility and Reflection** in their actions. We seek to actively promote and reward the **Core Choices** as behaviour we would wish to see.

**Our Core Choices are:**

- Respect
- Responsibility
- Reflection

### **Respect**

We celebrate displays of **Respect**. We display **self-respect** by working at our best, being organised, taking pride in school uniform, learning from our mistakes and being on time. We show **respect for others** by listening carefully to the views of others, sharing, offering to help, being supportive and contributing to group work. We show **respect for our community** by picking up litter, paying attention to manners, being aware of others and showing respect for our environment.

As a result, we are an inclusive community

### **Responsibility**

We are a school which understands that students learn from everything that they do, and that they deserve a supportive and forgiving environment to display **Responsibility**. We can display responsibility to ourselves by completing our work, taking ownership of our mistakes, arriving on time and prepared. We can show our **responsibility towards others** by supporting peers with their work, keeping promises honouring commitments, meeting deadlines, treating others with fairness and honesty. Our **responsibility to the community** is displayed when we follow the rules in school, respect the school environment, take part in volunteering or leadership, challenge unfair or harmful behaviour ourselves.

As a result, we are a supportive community

### **Reflection**

We are a learning community and we believe that we can always improve yet further. To this end, we celebrate **Reflection**. To display **personal reflection**, we regularly think about where we could improve our work, set ourselves goals, embrace feedback, improve our performance and learn from our successes and our failures. **Interpersonal reflection** is achieved by thinking about the impact we have on others, for example when we consider the impact of our words and actions, seek out feedback from others, apologise and make amends when we negatively affect others. **Societal reflection** is when we think about the world around us, and consider our contribution. For example, we think about the type of society that we want to be a part of, engaging in discussion around societal or ethical issues or take pro-active steps to make positive changes in school.

As a result, we are a learning community.

### **Success for All**

School life is a preparation for wider society and, as well as the power of positive behaviour, students learn the poor choices have consequences. Through **respect, responsibility and reflection** we seek to support students, and to help them understand the impact of poor choices, and coach them to improve.

Through our **Core Choices** we can ensure The Buckingham School is a happy and connected environment, where equality, dignity, non-discrimination and participation allow students to **grow**.

As a result, we achieve **Success for All**.



### Annex 3: The Buckingham School Profile:

#### Students

Students by Sex

Spring Census Returns

Sex / Year	2012	2016	2019	2024
Female	482	508	545	512
Male	529	460	503	561
<b>Total</b>	<b>1011</b>	<b>968</b>	<b>1048</b>	<b>1073</b>

Students by Ethnicity

Spring Census Return

Ethnicity/Year	2012	2016	2019	2024
Any other Asian Background	5	5	5	22
Any other Black Background		4	3	5
Any other ethnic group	3	3	3	
Any other Mixed Background	8	5	8	9
Any other White Background	22	27	37	55
Bangladeshi				2
Black African	6	9	26	42
Black British				2
Black Caribbean	1	9	6	2
Chinese	1	1	1	7
Gypsy/Roma	2	7	2	3
Indian		3	8	11
Pakistani	5	5	9	10
Not provided	12	13	13	3
Traveller of Irish heritage		1	2	1
White British	919	854	897	855
White Irish	3	2	1	9
White and Asian	7	8	9	16
White and Black African	6	6	8	9
White and Black Caribbean	11	6	9	8
<b>Total</b>	<b>1011</b>	<b>968</b>	<b>1048</b>	<b>1073</b>

**STAFF**

## Staff by Sex

<b>Sex/Year</b>	<b>2012</b>	<b>2016</b>	<b>2019</b>	<b>2024</b>
<b>Female</b>	88	102	97	110
<b>Male</b>	40	40	41	34
<b>Total</b>	128	142	138	144

## Staff by ethnicity

<b>Ethnicity/Year</b>	<b>2012</b>	<b>2016</b>	<b>2019</b>	<b>2024</b>
<b>Any other Asian Background</b>	1	1	1	
<b>Any other Black Background</b>				
<b>Any other ethnic group</b>	2	4	3	1
<b>Any other Mixed Background</b>				
<b>Any other White Background</b>		4		
<b>Bangladeshi</b>				
<b>Black or Black British African</b>	1	1	3	2
<b>Black or Black British Caribbean</b>			1	3
<b>Chinese</b>	1		1	1
<b>Gypsy/Roma</b>				
<b>Indian</b>		2	1	2
<b>Pakistani</b>			1	1
<b>Not provided</b>	16	8	4	5
<b>Traveller of Irish heritage</b>				
<b>White Any Other White Background</b>	4		4	11
<b>White British</b>	100	116	116	114
<b>White Irish</b>	3	6	3	2
<b>WNIR</b>				1
<b>White and Asian</b>				
<b>White and Black African</b>				
<b>White and Black Caribbean</b>				1
<b>Total</b>	128	142	138	144

<b>Annex 4 Objectives</b>	<b>A) Why have we chosen this objective? B) How will we achieve it?</b>	<b>Staff Member</b>	<b>Date</b>	<b>Success Criteria</b>
<p><b><u>Objective 1</u></b></p> <p>Ensure that the school undertakes an analysis of recruitment data and trends with regard to race, gender and disability by January 2026 and report on this to the staffing and pay sub-committee of the governing board.</p>	<p>A) Why we have chosen this objective: To ensure that all potential candidates are afforded the opportunity to have an equal opportunity to be employed at our school</p> <p>B) To achieve this objective, we plan to: ensure a thorough shortlisting process is in place to ensure no candidate is prevented from being interviewed due to discrimination</p>	<p>Senior Leadership Team and Governance</p>		<p>Progress we are making towards this objective: Shortlist process is becoming more embedded through each appointment.</p>
<p><b><u>Objective 2</u></b></p> <p>To raise equality awareness with students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics:</p> <ul style="list-style-type: none"> <li>• Age</li> <li>• Gender reassignment</li> <li>• Being married or in a civil partnership</li> <li>• Being pregnant or on maternity leave</li> <li>• Disability</li> <li>• Race including colour, nationality, ethnic or national origin</li> <li>• Religion or belief</li> <li>• Sex</li> <li>• Sexual orientation</li> </ul>	<p>A) To help foster good relationships across all characteristics between people who share a protected characteristic and people who do not share it by having the need and regard to tackle prejudice and promote understanding.</p> <p>B) To ensure the continued promotion of our Equality Values, the assembly themes and PSHCE lessons will focus on a range of topics throughout the year for all our learners</p> <ul style="list-style-type: none"> <li>• Black History Month – Celebrating the history of the black community and recognising their contribution to society</li> <li>• Dyslexia Awareness</li> <li>• Remembrance Day</li> <li>• Anti-Bullying – Combatting all forms of bullying and encouraging respect for all</li> <li>• Lesbian Gay Bisexual Transgender awareness (LGBT)</li> <li>• Excellent Care – International Day for Person with disabilities</li> <li>• Human Rights Day – Raising awareness that every human is valuable</li> <li>• Holocaust Memorial Day</li> <li>• LGBT History – Celebrating the LGBT community and the contribution of members of the LGBT community to society</li> <li>• Mental Health Support</li> <li>• Easter (Christian holiday) – Celebrating the Christian faith</li> <li>• World Autism Day – Raising Awareness of Autism</li> <li>• Ramadan (Muslim fasting) and Eid – Celebrating the Muslim faith</li> <li>• Pride Week – Celebrating the Lesbian, Gay, Bisexual and Transgender Community</li> </ul>	<p>DHT for Inclusion / AHT for Behaviours and Attitudes Lead.</p> <p>Student First Team / DSLs</p> <p>Heads of Year &amp; Form Tutors</p>	<p>Ongoing throughout the academic year</p>	<p>Students demonstrate an understanding of equality through PSHCE feedback forms.</p> <p>A 10% reduction in a sanctions related to intolerance towards student with protected characteristics.</p> <p>Increase engagement with social media posts promoting assembly themes and events.</p>

Annex 4 Objectives	A) Why have we chosen this objective? B) How will we achieve it?	Staff Member	Date	Success Criteria
<p><b>Objective 3</b></p> <p>Improving the participation and engagement of different groups of parent/carers and communities in particular those Pupil Premium families and those students with SEND needs in order to improve attendance, attainment for the student and establish sense of belonging and connection within the community</p>	<p>A) Why we have chosen this objective: As this is a continued area of school, enough progress has not previously been made, despite numerous strategies and interventions being employed.</p> <p>B) To achieve this objective, we plan to: Develop better engagement strategies towards these families and focus on ensuring praise and positivity is the main avenue for contact and communication</p> <p>C) In addition, the school is developing on its “pull” factors encouraging both students and families into school without anxiety, trepidation or judgement</p>	<p>All Staff led by DHT for Inclusion</p>		<p>Review engagement of student through attendance and student voice surveys</p> <p>Family engagement measured in attendance to school events / evenings</p>