



Burford School and Nursery

'Enjoy, Achieve, Succeed Together'

Burford School Equality and Cohesion Policy

Date policy adopted by Governing Body: May 2025	Date of next review: May 2028
This policy will be subject to review every three years by the Governing Body or more frequently in the light of changes in legislation	

Statement of Intent

This policy deals with the policy and practice which informs the school's procedures for Equality and Cohesion. It is underpinned by the shared commitment of all members of the school community.

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MISSION STATEMENT & AIMS

Burford children will enjoy life-long learning, developing a sense of respect and responsibility for themselves and others. They will strive to become independent members of the wider community, both locally and globally.

We will challenge children to reach their full potential academically, socially and personally and to make the right choices which keep them healthy and safe.

The general aims of the school, outlined below, are intended to allow the Burford School community:

1. to develop self-respect and self-confidence through the fostering of positive relationships.
2. to provide a safe and supportive environment in which everyone understands how to learn and acquires the knowledge, skills and attitudes for life in a rapidly changing world.
3. to develop creative, lively, enquiring minds and the ability to question and debate rationally.
4. to develop a school ethos based on respect and understanding of all races, religions and ways of life.
5. to take collective responsibility for high standards of behaviour and appearance at all times and take pride in being part of Burford School.
6. to understand the need for everyone to work together in school, with each other, with parents and with the local community and also develop an understanding of the interdependence of individuals, groups and nations.
7. to provide a wide range of extra-curricular learning opportunities in order to broaden personal skills, talents and interests.
8. to encourage an appreciation and awareness of the natural world and develop an understanding of our responsibility to sustain it for future generations.

The school aims to establish a stimulating learning environment for all children to enable the learning process takes place. A range of experiences and opportunities are offered through our curriculum to support our inclusive learning ethos that develops children's cultural capital and awareness of British Values.

All members of the school community share responsibility for achieving the aims of the school in an atmosphere which is happy, calm and purposeful so ensure all children reach their potential

At Burford School, we value the individuality of all our school stakeholders and we are committed that everyone is treated fairly, with respect and equal liberty. We do not tolerate bullying and harassment of any kind. We actively tackle all forms of discrimination and promote equal opportunities and good relations between and amongst all. We aim to ensure that the school promotes the individuality of all our pupils, irrespective of sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

We are committed to ensuring that positive action is taken where necessary to redress any balance of inequality that may exist.

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

We believe that these commitments are as important in the context of a school with limited ethnic diversity as they are in a school with a diverse population, whatever that diversity may be. Therefore, it is our aim as a school to be recognised as outstanding in these areas.

The school is situated on a sloping site and was originally built in the 1970s with steps to access areas such as classrooms and playground. In recent years, the site has been adapted to include ramps and a stair lift to improve accessibility.

Marlow Bottom is a village close to the neighbouring town of Marlow. The school itself has been in existence since 1972 and was first built to accommodate the children of Marlow Bottom and the surrounding area. The majority of the homes are privately owned and housing is relatively expensive which could possibly impact on recruitment.

Marlow Bottom is an established and developed residential area characterised largely by family homes. Therefore, the school has not and does not anticipate any significant demographic changes. The school roll has always been full in previous years. Some areas in Buckinghamshire have a low birth rate and therefore this is having an impact on school admissions. It is anticipated that the ethnic / religious background of its pupils may change to reflect that of the wider community as pupils are accepted from beyond Marlow Bottom village.

The school recognises and respects the religious backgrounds of all pupils and seeks to teach pupils about the breadth and variety of different faiths. It encourages an active recognition and celebration of the various faiths and backgrounds of the pupils, using a calendar of special dates for school assemblies, and recognises more widely the different lifestyles and values which are important to pupils and their families.

Most pupils are of white British origin and very few speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is well below average.

3. Legislative Context

The Equality Act of 2010 introduced a Public Sector Equality Duty (PSED) for all public bodies, including schools. This requires the school to have due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equalities Act
- Advance equality of opportunity between people who share a protected characteristic (see below) and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Equality is not about benefiting some people at the expense of others - equality benefits everyone. In an effort to ensure that marginalised groups are given equal opportunity this policy will prioritise the following Protected Characteristics for pupils and staff:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

More information can be found here: <https://www.gov.uk/discrimination-your-rights>

4. Development of the policy

The development of this policy is the responsibility of the Governing Body Management Committee. Members of this committee have attended and will be encouraged to attend in the future, training courses on community cohesion, diversity and equality.

The Governing Body via its Management Committee will continually monitor and review this policy taking into account any changes to legislation, and emerging good practice.

5. Responsibility for the policy

The Governing Body is responsible for ensuring that:

The school complies with all equalities legislation relevant to the school community;

That procedures and strategies related to the policy are implemented;

The named Equalities Governor will monitor, on behalf of the governing body, all incidents of discriminatory behaviour and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Leadership Team are responsible for:

Along with the Governing body, providing leadership and vision in respect of equality and diversity;

Overseeing the implementation of the Equality and Cohesion policy

Co-ordinating the activities related to equality and diversity;

Ensuring that staff are aware of their responsibilities and are given relevant training and support;

Taking appropriate action in response to all discrimination against persons because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity situation.

Supporting parents and carers to become involved in their children's education;

Considering and overcoming barriers to families school involvement.

All Staff are responsible for:

Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;

Ensuring equality in terms of sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity situation.

All Parents/Carers are responsible for:

Positively influencing their children's expectations about inclusive education;

Positively reinforcing attitudes and behaviour towards others in the community;

Becoming involved in school life (i.e. open days, extended services, parents' forum, informal discussions with staff, parent/carer' evenings).

All Pupils are responsible for:

Demonstrating understanding towards others on grounds of sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity situation;

Reporting any act of discrimination in which they were directly or indirectly involved within school or to an appropriate person if out of school;

Understanding, valuing and celebrating diversity;

Challenging stereotypes, and prejudices;

Treating others as their equals;

The Senior Leadership Team and the Management Committee of the Governing Body will ensure that staff communicate with all pupils in the most appropriate way about how to understand and enact their own responsibilities as above.

Teaching and Learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

Ensure equality of access for all pupils and prepare them for life in a diverse society;

Use materials that reflect diversity within society in terms of age, sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity situations.

Deliver an assembly programme to ensure that the whole school is regularly taught and encouraged to reflect on British Values and other Equalities related areas.

Develop learning materials and activities that emphasise the benefits of having diverse communities, neighbourhoods, schools and groups;

Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;

Promote attitudes and values that will challenge discriminatory behaviour;

Use a range of sensitive teaching strategies when teaching about different cultural traditions;

Develop pupils' awareness so that they can detect bias and challenge discrimination;

Ensure that the curriculum is broad and balanced and reflects modern society. The PSHE curriculum covers age-appropriate topic involving equalities, diversity, human rights, sex education and inclusion;

Seek to involve all parents and carers in supporting their child's education;

Provide educational visits and extra-curricular activities that reflect all pupil groupings;

Ensure that all pupils, regardless of ethnic or cultural background, reach their potential in all subjects of the curriculum;

Reduce direct, indirect and institutional discrimination;

Reduce group segregation, disproportion and under/over representation;

Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families;

Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels;

Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors;

Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups;

Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

6. Personal development and pastoral guidance

All school staff take account of disability needs, gender, religious, sexuality, family and ethnic differences and the experience and needs of particular groups.

All pupils are encouraged to consider the full range of opportunities available to them with no discriminatory boundaries placed on them due to their disability, family situation, gender or race as well as their sexual orientation or religion/belief or non-belief.

All pupils/staff/parents/carers are given support, as appropriate, when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore appropriate remedial work may be done to ensure that the actions do not occur again.

Positive role models are used throughout the school to ensure that different groups of pupils can see themselves reflected in the school community.

All pupils are encouraged to develop communication, delegation, motivation and supervision skills.

7. Curriculum

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity. Pupils will have opportunities to explore concepts and issues relating to identity and equality.

The curriculum will:

Take steps to ensure that all pupils have access to the mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles;

Provide opportunities for pupils to have meaningful interaction with people from different backgrounds, lifestyles and identities;

Provide opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups;

Challenge perceptions among majority groups about special treatment of minority groups;

Challenge cultural, geographical or generational boundaries of the school's community;

Increase awareness about rights and responsibilities of pupils, their parents and carers as members of the wider community;

Remove barriers to access, participation, progression, attainment and achievement.

8. Staff recruitment and professional development

All posts are advertised formally and open to the widest pool of applicants.

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice throughout the recruitment and selection process. At least one member of the recruitment panel is trained in Safer Recruitment.

Access to opportunities for professional development is monitored on equality grounds.

Equalities policies and practices are covered in all staff induction.

We aim to eradicate direct, indirect and institutional discrimination with regards to staff recruitment, training and retention.

Where possible, workforce at all levels reflects local, regional and national diversity in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation.

9. Partnerships with parents/carers and communities

All parents/carers are encouraged to participate in the full life of the school.

We will, as a school, establish and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities.

Members of the local community are encouraged to come into school for exhibitions, performances and activities e.g. creative week exhibition, inspirational parent/carer talks, STEM week , diverse assemblies and classroom visits.

School pupils are also encouraged to participate in community events such as music concerts, workshops, and sporting events.

10. Putting policy into practice

The school has undertaken an audit with all staff to identify areas for development and areas considered to be strengths. The Equalities Governor will make visits to school to monitor effectiveness of this policy.

11. Monitoring and Reviewing

Monitoring of life in the school related to Equalities legislation is undertaken in a number of ways. We have a rolling programme for reviewing our school policies. When policies are reviewed in future, governors will aim to ensure that due regard is given to the promotion of all aspects of equality within each policy.

We regularly review the impact of our policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. We pay specific attention to the impact that our policies have on the attainment of pupils from different groups.

We make regular assessments of pupils' learning and use this information to track pupils' progress, as they move through the school. As part of this process, we will regularly monitor the performance of different groups, to ensure that all groups of pupils are making the best possible progress. We use this information to adjust future teaching and learning plans as necessary. Resources are available to support groups of pupils where the information suggests that progress is not as good as it

should be. The governing body will receive regular updates on all groups of pupil performance information.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances.

As well as monitoring pupil performance information, we also regularly monitor a range of other information. This relates to:

Suspension and permanent exclusions’;

Incidents of racism, disablism, sexual harassment and all forms of bullying;

Parental involvement.

Our monitoring activities enable us to identify any differences in pupil performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

12. Impact Assessments and how this policy relates to other school policies

We ensure that the commitments embodied in our mission statement for equality apply to the full range of our policies and practices, especially those concerned with:

Equal opportunities

Pupils’ progress attainment and assessment

Behaviour discipline and exclusions

Pupils’ personal development and pastoral care

Teaching and learning (including children with Special Educational Needs/Disabilities and those who are considered to be disadvantaged)

Induction

Admissions and attendance

Staff recruitment and retention

Staff appraisal and pay

Governor /staff training and professional development

Partnerships with parents/carers and communities

Visits and visitors

Each policy, and any other relevant policies as outlined in the specific duties placed upon us by the relevant legislation, will be evaluated and monitored for its impact on all school stakeholders from the all groups that make up our school community.

Appendix 1: Equality Objectives

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1. To increase staff understanding of equality and its implications on a day to day basis	• Inclusive Quality First Teaching (IQFT) that engages and captures the imagination of all • Targeted and up to date training for all relevant personnel	Termly/Annually	Headteacher /Equality Governor	Improved staff awareness of equality necessity on a day to day basis
2. To increase participation of disadvantaged pupils in afterschool clubs giving opportunities to all	• Proactively invite vulnerable pupils to participate • Ensure a range of clubs are made available to all year groups	Termly	Inclusion Lead	All children have access to a broader learning experience
3. To improve governors' knowledge around pupil performance of key groups in school to ensure all are valued and supported to reach their full potential	• Performance data for core subjects provided to Governors to include key groups against whole school and share the school's action plan to closing the gap in these areas	Termly	Headteacher /Assessment Lead	Improved awareness of pupil performance in relation to key groups
4. To consistently challenge equality in school	• Equality Governor visits to evidence policy being put into practice • Governors provided with update on objectives at FGB • Equalities Governor to ensure equality has been applied to recruitment process	Twice a year	Headteacher /Equalities Governor	Evidence legislation is being adhered too