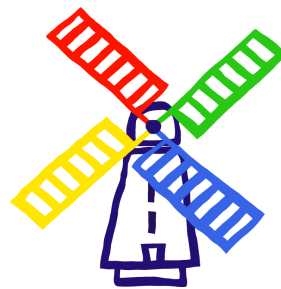




Equality, Diversity & Inclusion Policy, Objectives & Cohesion

Unity
Trust
Courage
Curiosity
Respect
Kindness

A community for learning. Raising expectations. Fulfilling high standards.



Policy Revised: January 2026

Policy Review Date: January 2027

Headteacher: Mrs Gemma Hillier

This policy refers to all Staff, Pupils and Stakeholders.



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1. Aims

Widmer End Community Combined School & Pre-School (hereafter known as 'the school') aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic 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.

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, race, religion or belief, gender reassignment, sex, sexual orientation, marriage & civil partnership, pregnancy & maternity. *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 Widmer End Community Combined School & Pre-School, 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 & Sex Education, Special Educational Needs, home-school agreements.

2. School context (information is based on data from February 2026).

Widmer End School is an average sized, one form entry primary school that serves a small village community on the outskirts of the multicultural town of High Wycombe.



Number of pupils on roll: 200

Age of pupils: 2-11

Gender: 51.5% female & 48.5% male

Statutory Attendance levels: 95.9% (National average 94.6%)

Pupils eligible for Free School Meals (FSM): 9.2% (National averaged 25.7%)

Pupils with Special Educational Needs EHCP (SEN): 2.1% (National average 2.9%)

Pupils with Special Educational Needs non-EHCP (SEN): 15.5% (National average 18.2%)

Pupils with English as an Additional Language (EAL): 8.6% (National average 18.5%)

Pupils eligible for Pupil Premium Funding: 12.2% (National average 25.7%)

3. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty (PSED) and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.
- This document also complies with our funding agreement and articles of association.

4. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents.
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the



headteacher.

The equality link governor is Sharon Cliffe. They will:

- Meet with the designated member of staff for equality annually or as necessary, and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The headteacher will:

- Overseeing the implementation of the Equality Policy.
- Ensure that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensure 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 review data related to prejudice-related incidents and take necessary steps to reduce occurrences of incidents within the school.
- When recruiting staff, ensure members of the recruitment panel are trained in equal opportunities and non-discrimination, including cultural bias

The headteacher may nominate a member of staff to fulfil this role. If the headteacher has a designated member of staff for equality, they will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives among staff and pupils.
- Meet with the equality link governor annually or as necessary to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

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



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- 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

5. Eliminating discrimination, harassment & victimisation

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.



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Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during staff meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes. 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. We have 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 our school website, referenced in the anti-bullying policy and positive behaviour policy.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

The Staff Wellbeing Policy, Persistent & Vexatious Complaints Policy and Whistleblowing Policy all outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.

Both the Complaints Policy & Procedure and Whistleblowing Policy outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents, carers and the wider school community.

6. Advancing equality of opportunity

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.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQIA+ pupils who are being subjected to homophobic or gender-related bullying).
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling practising pupils to pray at prescribed times).



- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- 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.

- 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.
- Assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- 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.
- Ensure that pupils' work is adapted appropriately, and that the curriculum is accessible to all pupils.
- Respect the religious beliefs and practice of staff and pupils and comply with reasonable requests relating to religious observance and practice.
- 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.

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Ensuring that our curriculum offers opportunities to learn about people with a diverse range of identities.
- Ensuring that our resources challenge stereotypes and reflect the diversity of society.
- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and



economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures and celebrate events such as Black History Month.

- Celebrating diversity at every opportunity and holding regular assemblies and events celebrating diversity throughout the year. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute. Our values assemblies also include inspirational figures, chosen to showcase a range of diverse backgrounds.
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school; for example, we have trained peer mentors available every week to listen to any concerns children have. All pupils are encouraged to participate in the school's activities, such as sports clubs; and we actively encourage children to experience other cultures through clubs such as our Indian Dance club. We also work with parents to promote knowledge and understanding of different cultures; for example, inviting them to events led by different faith groups.
- Continuing to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Our Positive Behaviour Policy includes a requirement to respect other people and their different identities.

8. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays or significant religious days
- Is accessible to pupils with disabilities.
- Has equivalent facilities for boys and girls.



9. Equality objectives

Objective	Action	Owner	Timeframe	Intended outcome
To provide a learning environment where pupils achieve well and make progress regardless of differences such as gender, race, disability or background.	-Ensure all subjects reflect cultural diversity and celebrate differences so that all children can see themselves represented, focusing on STEM subjects to support the gender gap, particularly.	All subject leaders	Summer 2027	That at least 80% of pupils achieve combined RWM by the End of Key Stage 2, regardless of differences such as gender, race, disability or background.
	-Take steps to minimise cultural bias in the curriculum	SLT	Autumn 2027	Monitoring of planning and lessons shows minimal cultural bias; 100% of UKS2 children interviewed know what this is
	-Monitor and analyse the pupil progress and achievement of specific groups of children (eg; gender, race, disability) and act on trends or patterns that require additional support.	SLT	From September 2025 onwards	100% of children interviewed say that they feel represented when learning.
	-Teach children about difference through Kapow PSHE curriculum and values-led curriculum and assemblies	All staff	From September 2025 onwards	



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Objective	Action	Owner	Timeframe	Intended outcome
To ensure all children have the same opportunities to engage in and be part of school life, with attendance figures at school and clubs reflecting this.	-To continue to offer trips with adapted payment plans and extra-curricular clubs to all children regardless of income	SLT/admin team	Annually, in September Ongoing	All children have taken the opportunity to take part in school life regardless of their background.
	-To review levels of parental engagement in school life and in their child's education; inviting parents to a wider variety of events and supporting with additional communication	SLT/ admin team	Ongoing each term	100% of children interviewed say that they have had a chance to participate in events and clubs.
	-To offer a range of clubs and events that give children the chance to learn and experience different cultures	All staff	Review each term	
To raise pupils' awareness of the entire world we live in, exploring differences without showing unconscious bias	To create a program of global citizenship.	GH/VM	Begin planning Autumn 26	When interviewed, 100% of UKS2 children know what it is to be a good citizen and strive to be one.
	To teach high quality PSHE lessons using Kapow scheme	All teaching staff	From Sept 2025 onwards	Incidents of Step 2 or 3 behaviours have decreased
	To share and embed values in class, in assemblies and around school		Ongoing	
	To become a Rights Respecting School with a Gold Award.	All staff	By Summer 2027	The majority of children can talk about children's rights and lifestyles, both here



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Objective	Action	Owner	Timeframe	Intended outcome
	To plan a range of experiences that teach about difference, for example through subjects such as British history; through whole school workshops and trips; and running events such as charity fundraising across the year.	Teaching staff SLT	From Autumn 2025 and ongoing	and globally, using the UNCRC as reference Most children can say how they have learnt about differences when interviewed.

10. Monitoring arrangements

The governing body and Headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Headteacher and Governing Body.

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.

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.



11. Links with other policies

This document links to the following policies:

- Accessibility plan
- Whistleblowing policy
- Anti-bullying policy
- Positive behaviour policy
- Recruitment policy
- Special Educational Needs (SEND) policy
- Curriculum policy
- Child Protection policy
- Admissions policy
- Complaints policy
- Staff Wellbeing policy
- Persistent & Vexatious Complaints policy



APPENDIX 1

Definition of terms:

It is against the law to discriminate against someone because of:

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

Age

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of proposing to undergo, is undergoing, or has undergone a process (or part of a process) to reassign their sex by changing physiological or other attributes.

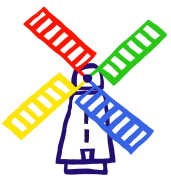
Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.



Race

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.