

Equality, Anti-Discrimination, Diversity and Inclusion Policy



The Cottesloe School

Policy Type:	Statutory
Reviewed by:	Louise Baldwin (Head of School), Ethan Johnstone-Wilson (Equalities Governor) and Carolyn Stirk (Chair of Governors and Policies Governor)
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1. Aims

This policy is drawn up in consideration of the Equality Act 2010 which protects all individuals who study or work in an institution from discrimination and harassment based upon 'protected characteristics'.

The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

This policy further recognises that it is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the student is associated.

Annex 1 provides a glossary which defines these terms and additional terms related to equality, anti-discrimination, diversity and inclusion.

The Cottesloe School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

Equality of opportunity applies to all members of the school community: pupils, staff, governors, parents and carers and community members. Paragraph 5.4 of the DfE's advice says that 'due regard' must be paid to matters of Equality when carrying out public sector functions.

There should be a “relevant and proportionate consideration to the duty”. For schools, this means:

- Decision makers must be aware of the duty to have due regard when making a decision or taking an action, and must assess whether it may have implications for people with particular protected characteristics;
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis;
- The PSED has to be integrated into the carrying out of the school’s functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind.

Please refer to Appendix 4 for the school’s Equality Objectives. The school’s accessibility plan is published on the school website: [SEND Accessibility Audit and Plan The Cottesloe School](#)

2. School Vision and Values

The Cottesloe School is fundamentally committed to ensuring every member of our community is valued, respected, and included, regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. Our vision and values drive an inclusive environment where equality and diversity are celebrated, and where all members are empowered to achieve their full potential. This commitment is explicitly supported by our 6Cs and our Healthy Relationships framework.

We are proud of the diversity of our students and staff and aim to reflect the richness of our local community and wider society. We recognise and value the individual needs of every student and staff member. We are committed to giving all our students and staff every opportunity to achieve the highest of standards.

Inclusion is recognised as the core foundation of a thriving, supportive school. We mandate equitable access to high-quality teaching, learning, and wider opportunities for every individual - regardless of background, ability, or need. Through consistent, personalised support, high expectations, and an established culture of respect, we empower our students through our core principles:

- **Prepare:** Build your foundation, shape your future.
- **Aspire:** Go confidently in the direction of your dreams.
- **Succeed:** Achieve excellence, celebrate success.

Within this ethos of achievement, we do not tolerate bullying, harassment, or prejudice of any kind. We explicitly embed equality, diversity, and inclusion principles into all aspects of the curriculum design and delivery, ensuring that all subjects reflect diverse perspectives and challenge bias beyond PSHCE and assemblies. To uphold this standard and meet our statutory obligations, our daily mission is to:

- Establish and maintain a deep culture of respect and understanding across our entire school community.
- Actively tackle discrimination, promote equal opportunities, and encourage good relations between and amongst all.
- Ensure all students and staff have equal access to every opportunity and resource. In recruiting staff, our policy is equally inclusive.
- Commit to ensuring that positive action is taken by all staff, where necessary, to redress any imbalance of inequality that may exist.
- Recognise and celebrate the rich diversity of our community, ensuring the education we offer reduces the chances of social divisions and parallel lives.

This policy relates to all those associated with The Cottesloe School: students, staff, governors, parents/carers, and visitors. Our school mission statement and strategic plan is on the school website:

- <https://www.cottesloe.bucks.sch.uk/our-school/ourculture>
- <https://www.cottesloe.bucks.sch.uk/our-school/equality-and-diversity>
- <https://www.cottesloe.bucks.sch.uk/keyinfo/strategic-plan>

Our school profile can be found in Annex 2.

3. Legislation and guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties and Public Authorities\) Regulations 2017](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish specific, measurable equality objectives.

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#), the [technical guidance for schools from the Equality and Human Rights Commission](#) and [guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty](#).

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, anti-discrimination, 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 and Disabilities
- Home-school agreements

4. Roles and Responsibilities

The Governing Body is responsible for:

- Providing leadership and vision in respect of equality and diversity, along with the Headteacher and Senior Leadership.
- Ensuring the school fully complies with the Equality Act 2010 and all relevant legislation.
- Ensuring the school's Equality, Anti-discrimination, Diversity, and Inclusion (EADI) Policy is maintained, regularly updated, and that all related procedures and strategies are effectively implemented.
- Monitoring all aspects relating to equality, including all incidents relating to harassment, discrimination, and prejudice, and ensuring appropriate action has been taken, delegated to the Equality and Diversity Governor, Ethan Johnstone-Wilson..

The Headteacher and Senior Leadership Team (SLT) are responsible for:

- Providing leadership and vision in respect of equality and diversity, along with the Governing Board.
- Overseeing the implementation of the EADI Policy.
- Ensuring that all staff and visitors are aware of, and comply with, the EADI Policy.
- Co-ordinating activities related to equality, diversity, and the positive promotion of British Values.
- Ensuring that staff are aware of their responsibilities, are supported by the EADI Policy, and are provided with relevant training and support.
- Taking appropriate action in response to all cases of discrimination, harassment, victimisation, and bullying, particularly those involving 'protected characteristics.'

- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school.
- Supporting parents to become involved in their children's education and identifying and overcoming barriers to parental involvement.

All Staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation, or bullying.
- Understanding and complying with the EADI Policy and keeping up-to-date with equalities legislation by attending necessary training events.
- Dealing with prejudice-related incidents, following the specific procedure.
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion.
- Engaging with ongoing, differentiated training tailored to their roles, including safeguarding implications of equality issues, unconscious bias, and cultural competence.
- Actively challenging bias, stereotyping, and not discriminating on grounds of equality.
- Positively promoting British Values and an inclusive and collaborative ethos.
- Contributing to the action plan attached to the Policy (where applicable).

All Parents/Carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation, or bullying.
- Being aware of, understanding, and complying with the school's EADI Policy and ethos.
- Positively influencing their children's expectations about education, as well as their attitudes and behaviour towards other pupils, staff, and Governors.
- Ensuring that they and the young people they are responsible for meet the expectations set out in the home-school agreement.
- Becoming involved in school life (as appropriate, e.g., open events, parent evenings).

All Students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation, or bullying.
- Being aware of the principles and the school's values relating to equality and diversity, and complying with the school's EADI Policy.

- Not discriminating on grounds of race, sexual orientation, religion, belief or non-belief, gender, or other equality matters.
- Understanding, valuing, and celebrating diversity and British Values.
- Challenging stereotypes and prejudices.
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved (in or out of school).
- Treating others as their equals.

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 EADI Policy.

5. Eliminating Discrimination

The Cottesloe School has a zero-tolerance policy against direct or indirect discrimination, harassment, and victimisation of anyone within our school community. We are fundamentally opposed to all forms of prejudice and take immediate action to uphold this standard.

We maintain robust procedures for dealing with prejudice-related incidents. All staff receive training on these protocols, and all incidents are recorded, analysed, and reported to the Governing Board.

- **Staff:** Procedures are outlined in the Grievance Policy and Anti-Harassment Policy.
- **Community:** Procedures are found in the Behaviour for Learning Policy, Anti-Bullying Policy, and Complaints and Resolutions Policy.
- **Remedial Action:** We recognise that perpetrators of discrimination may require support. Where appropriate, remedial work is done to ensure the actions do not recur, focusing on education and preventing future issues.

6. Advancing Equality of Opportunity between persons who share a relevant protected characteristic and persons who do not share it

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

- **Empowering Success:** Through consistent, personalised support, high expectations, and a culture of respect, we mandate equitable access to high-quality teaching and

learning for every individual, regardless of background, ability, or need. This is achieved through our core principles:

- **Prepare:** Build your foundation, shape your future.
- **Aspire:** Go confidently in the direction of your dreams.
- **Succeed:** Achieve excellence, celebrate success.
- **Reasonable Adjustments:** We make reasonable adjustments to ensure the school environment and its activities are accessible and welcoming to all, sometimes treating disabled people more favourably where necessary, as detailed in our Accessibility Plan.
- **Curriculum and Adaptive teaching:** We ensure all students' work is adapted appropriately, so that the curriculum is fully accessible to all, taking into account socio-economic, cultural, linguistic needs, and learning needs, for example use of technology to support a student with specific SEND needs. We will regularly review and adapt teaching strategies and resources to meet the evolving needs of our diverse learners, including those from disadvantaged backgrounds, to close attainment gaps.
- **Recruitment and Retention:** Our policy is inclusive in recruiting staff. We are committed to giving all students and staff every opportunity to achieve the highest of standards through fair appraisal, professional development, and ensuring clear understanding of direct, indirect, and institutional discrimination.
- **Respect for Beliefs:** We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice. We also take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students.

7. Fostering Good Relations

We actively work to foster strong, positive relationships between all groups, ensuring the education we offer reduces the chances of social divisions and parallel lives.

- **Inclusive Curriculum Content:** We ensure our curriculum offers opportunities for students to learn about people with a diverse range of identities and backgrounds, using resources that challenge stereotypes and reflect the richness of society.
- **Challenging Prejudice:** We teach students to recognise, detect bias, and challenge stereotypes and prejudice, covering matters of equalities, human rights, as well as democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs - the four fundamental British Values - within the PSHCE curriculum and across subject-based learning, and as part of our Healthy Relationships.
- **Community Engagement and Role Models:** We take positive action to ensure that people with a range of different identities and backgrounds (e.g., guest speakers, governors, volunteers) engage with our school community, fostering meaningful and

continuous interaction between people from all walks of life. We will actively engage with parents, carers, and local community groups representing diverse backgrounds to strengthen partnerships and promote understanding beyond the school.

- **Celebrating Culture:** We celebrate diversity at every opportunity and hold regular assemblies and events throughout the year, promoting attitudes and values that will challenge discriminatory behaviour and ensure a welcoming school culture.

8. Equality Considerations in Decision-Making

The school ensures it maintains due regard to equality considerations whenever significant decisions are made. We proactively consider equality implications before and at the time that we develop policy and make decisions, and we continue to review these on an ongoing basis. All school policies and procedures are reviewed to ensure that due regard is given to equality considerations.

Formal **Equality Impact Assessments (EIAs)** are required and recorded when developing new policies, significantly revising existing policies, or making other major operational decisions that have the potential to affect groups with protected characteristics. This ensures that our policies, practices, and decision-making processes are fair, non-discriminatory, and actively advance equality.

- **Trips and Activities Process:** We always consider the potential impact of significant decisions on particular groups when planning a school trip or activity. An EIA is completed to document the school's active consideration of its equality duties. This record is completed as a Google Form by the organising staff member, automatically electronically logged on the Equality Impact spreadsheet. It is carried out at the time of planning the trip or activity. **Annex 4** provides a paper copy of the EIA, which is also available as a Google Form here: [Equality Impact Assessment Form](#)

The following will be considered as part of the EIA:

- Whether the trip cuts across any religious holidays.
- Accessibility for pupils with disabilities.
- Equivalent facilities for all genders.
- **New Policy, Significant Policy change or Major operational decision Process:** For every new policy, significant policy change, or major operational decision, an EIA is completed via the [Equality Impact Assessment Form](#) by the policy reviewer/person leading the operational decision-making.
- **Data Monitoring and Analysis:** We collect and monitor data broken down by protected characteristics to identify inequalities and disparities within our student and staff populations (including progress, attainment, recruitment, retention, and sanctions). This analysis informs action plans.

- **Policy and Resource Guarantees:** Our daily mission is to establish and maintain a deep culture of respect, and to guarantee all students and staff have equal access to every opportunity and resource.
- **Positive Action:** We commit to ensuring that positive action is taken by all staff, where necessary, to redress any imbalance of inequality that may exist. This includes encouraging applicants from all groups during recruitment.
- **Governance and Leadership:** We actively tackle discrimination, promote equal opportunities, and encourage good relations between all members. Decisions made by the leadership team and Governing Board will reflect this commitment to ensure the education we offer reduces the chances of social divisions.

9. 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
- Complaints by parents and carers
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents

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. In addition to existing objectives, we will develop measurable targets related to reducing fixed-term exclusions among vulnerable groups and improving attendance for disadvantaged students, monitored termly. 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 3.

10. Monitoring arrangements

The Head of School will update the equality information we publish at least every year, including annex 2 and annex 3.

School-specific equality objectives will be reviewed by the Equalities governor at least every 4 years.

This document will be reviewed by the Head of School and Equalities governor annually, to ensure continued compliance with the PSED. We will publish an annual Equality and Inclusion Report summarising progress against objectives, incidents, and impact assessments, shared with the community via the school website.

This document will be approved by the Governing Body.

11. Links with other policies

This document links to the following policies:

- Anti-Bullying Policy
- Behaviour for Learning and Use of Reasonable Force Policy
- Admissions Policy
- SEND Accessibility Audit and Plan
- SEND Policy
- Supporting Students with Medical Needs Policy
- Health and Safety Policy
- Risk assessment (Health and Safety Policy, section 12)
- RSE Policy
- Annual SEND information report

Annex 1 - Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.
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: <ul style="list-style-type: none"> • 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 rooted in hostility or prejudice towards Muslims, Islam, or those perceived to be Muslim, often based on cultural or ethnic identity.
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.

Student Population by Gender (Headcount) for Equality Monitoring

The following table details the school's on-roll student population headcount by gender identity for selected census points. This data is used for internal Equality Policy monitoring and strategic planning, supporting our commitment to inclusion beyond mandatory statutory requirements.

Note on Reporting: While statutory DfE census reporting requires students under 18 to be recorded under their legal sex (Male/Female), this table includes additional categories to accurately reflect and track the diversity of gender identity and data disclosure within our student body. Tracking for the Non-Binary, Other, and Not Provided categories began in the 2025/2026 academic year.

Gender Category	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
Boys	539	523	546	602	616
Girls	591	581	539	513	575
Non-Binary	N/A	N/A	N/A	N/A	0
Other	N/A	N/A	N/A	N/A	0
Not Provided	N/A	N/A	N/A	N/A	0
Total Headcount	1130	1104	1085	1115	1191

Student Population by Ethnicity (Headcount) for Equality Monitoring

The table below details the school's on-roll student population headcount by ethnicity for selected census points. This data adheres to the terminology used for statutory DfE census reporting and is used for internal monitoring purposes.

Ethnicity Category	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
White					
White British	1021	958	960	1016	1081
Irish	3	1	4	3	4
Gypsy/Roma	1	0	3	1	3
Traveller of Irish heritage	0	0	1	7	1

Any other White Background	24	25	23	22	26
Mixed / Multiple Ethnic Groups					
White and Asian	4	5	5	7	6
White and Black African	3	7	8	2	3
White and Black Caribbean	14	19	24	18	13
Any other Mixed Background	11	9	7	13	15
Asian or Asian British					
Indian	6	6	4	5	5
Pakistani	7	25	20	1	3
Bangladeshi	0	1	0	1	1
Chinese	3	1	0	2	2
Any other Asian Background	7	7	3	2	4
Black, Black African, Black Caribbean or Black British					
Black African	13	17	6	4	8
Black Caribbean	2	5	5	4	5
Black British	0	0	0	0	1
Any other Black, African or Caribbean background	6	6	6	2	1
Other Ethnic Groups					
Any other ethnic group	3	5	0	1	2
Unclassified					
Not provided	2	7	6	4	5
Total Headcount	1130	1104	1085	1115	1191

Student Population by Primary Special Educational Need (SEND)

The table below details the headcount of students on the **SEND Register** (SEN Support and EHCP) broken down by their **Primary Area of Need**. This is the statutory breakdown required by the Department for Education (DfE).

Primary Area of Need (DfE Category)	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
A. Cognition and Learning					
Specific Learning Difficulty (SpLD)	-	76	43	70	89
Moderate Learning Difficulty (MLD)	-	28	24	5	5
Severe Learning Difficulty (SLD)	-	-	-	-	-
Profound and Multiple Learning Difficulty (PMLD)	-	-	-	-	-
B. Communication and Interaction					
Speech, Language, and Communication Needs (SLCN)	-	23	17	8	12
Autism Spectrum Disorder (ASD)	-	7	17	59	51
C. Sensory and/or Physical Needs					
Visual Impairment (VI)	-	-	3	1	1
Hearing Impairment (HI)	-	8	3	4	5
Physical Disability (PD)	-	8	1	5	6

Multi-Sensory Impairment (MSI)	-	-	-	-	-
D. Social, Emotional and Mental Health					
Social, Emotional and Mental Health (SEMH)	-	15	18	37	57
E. Other					
Other Difficulty/ Disability (OTH)	-	14	13	13	5
TOTAL SEND REGISTER HEADCOUNT	-	179	167	202	231

Workforce Population by Gender (Headcount) for Equality Monitoring

The table below details the headcount of the school's teaching and non-teaching workforce broken down by declared gender. This data is essential for monitoring equality objectives relating to gender balance and diversity across the workforce.

Note on Reporting: The categories below reflect standard HR self-declaration forms. Detailed tracking of Non-Binary/Other identities is collected but, due to the small size of the workforce, this data has been aggregated into the 'Data Not Disclosed' row to maintain confidentiality and prevent deductive disclosure in this public report.

Workforce Gender Category	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
Female	145	139	142	143	135
Male	24	22	23	20	21
Non-Binary / Other	0	0	0	0	0
Data Not Disclosed / Not Provided	2	5	3	4	3
Total Workforce Headcount	171	166	168	167	159

Workforce Population by Ethnicity for Equality Monitoring

The table below details the headcount of the school's teaching and non-teaching workforce by ethnicity, using the **same detailed categories as the Student Census** for consistency. This data is used for internal Equality Policy monitoring to assess the diversity of our staff population over time.

Ethnicity Category	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
White					
White British	149	132	147	140	140
White Irish	5	3	1	2	3
Gypsy/Roma	0	0	0	0	0
Traveller of Irish heritage	0	0	0	0	0
Any other White Background	8	8	5	5	4
Mixed / Multiple Ethnic Groups					
White and Asian	1	0	0	0	0
White and Black African	0	0	0	1	1
White and Black Caribbean	0	0	1	0	0
Any other Mixed Background	0	1	1	0	0
Asian or Asian British					
Indian	1	1	0	0	0
Pakistani	0	1	0	1	0
Bangladeshi	0	0	2	1	1
Chinese	0	0	0	0	0
Any other Asian Background	1	0	0	0	1
Black, Black African, Black Caribbean or Black British					
Black African	2	1	1	2	2
Black Caribbean	0	1	1	1	0
Black British	0	0	0	0	0

Any other Black, African or Caribbean background	0	1	1	1	1
Other Ethnic Groups					
Any other ethnic group	0	0	0	0	1
Unclassified					
Not provided (Includes all non-disclosed data)	3	16	8	13	5
Total Headcount	171	166	168	167	159

Staff by age range

Age range	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
19 - 30	-	-	31	1	0
21 - 30	32	39	-	19	21
31 - 40	29	43	37	28	22
41 - 50	69	37	39	52	53
51 - 60	25	31	47	41	34
61 - 70	7	12	9	22	26
71 - 80	2	3	5	4	3
81 - 90	1	0	0	0	0
Total	170	165	168	167	159

Staff and Governor Disability Data

The school collects staff disability data voluntarily and confidentially to monitor the diversity of its workforce and fulfill its legal duty to make reasonable adjustments under the Equality Act 2010. Data is primarily gathered upon appointment or through Occupational Health assessment. While an annual process invites all staff to update their disclosure status,

engagement is low, meaning recorded data heavily relies on initial disclosures. The resulting staff headcount is used solely for monitoring purposes; governor disability disclosure is not systematically recorded at this time.

Disability Status	May 2012	Jan 2016	Nov 2019	April 2024	Nov 2025
Staff who have declared as Disabled	-	-	-	4	7
Staff who have declared as Non-Disabled	-	-	-	163	152
Data Not Disclosed / Not Provided	-	-	-	-	-
Total Workforce Headcount	171	166	168	167	159

Physical Accessibility

Is the school physically accessible?

Yes, the school has good physical accessibility, and accessible facilities are available across the site. Accessible points are provided at all main building entrances, and the school includes accessible toilet facilities in all blocks.

However, due to the age of the oldest building, access constraints exist: while one building has a lift, the oldest part of the school does not have lift access to the first floor. The school recognises its duty to make reasonable adjustments and continues to explore practical solutions and alternative teaching/meeting arrangements for staff and students as required.

Religious Background and Accommodation

Has the school taken into account the religious background of the students, parents, staff and users?

The school systematically accounts for the diverse religious backgrounds of its community. Religion and specific individual requirements are recorded on data collection sheets completed by parents upon student admission and by staff upon employment.

To accommodate religious observance, the school provides a private, designated room for student prayer during the lunchtime period, located in TEAM Hub, and safe storage facilities are available for personal items, such as prayer mats.

Contextual Data and School Profile

The Cottesloe School is a non-selective, rural secondary school located in the village of Wing, Buckinghamshire, serving a wide catchment area bordering Bedfordshire, Hertfordshire, and Milton Keynes.

Prior Attainment Profile: Despite its non-selective status, student prior attainment (based on Key Stage 2 data) is close to national average. The data below is from the IDSR and school census data from January 2025.

	Reading	Writing	Mathematics
Year 7	Close to national	Close to national	Close to national
Year 8	Close to national	Close to national	Close to national
Year 9	Close to national	Close to national	Close to national
Year 10	No data due to Covid	No data due to Covid	No data due to Covid
Year 11	No data due to Covid	No data due to Covid	No data due to Covid

¹The data in the table focuses on the performance of these secondary-age pupils in their key stage 2 assessments:

- the pupils who were in Years 7, 8 and 9 in the latest year's data and sat assessments when they were in key stage 2; the data for these year groups is based on the proportion of the school's pupils who achieved the expected standard at key stage 2
- the cohorts who were in Years 10 and 11 in the latest year's data and did not sit assessments when they were in key stage 2 because of the COVID-19 pandemic, so no prior attainment data is available

Deprivation Context: The school's deprivation index is significantly below the national average, indicating that the community served is generally characterised by low economic disadvantage compared to national norms. The number of students eligible for Free School Meals is below average. The screenshots below show the IDSR data for 2023, 2024 and 2025 for deprivation.

School pupil base deprivation	Well below average	Well below average	Well below average
Sixth form pupil base deprivation	Well below average	Well below average	Well below average
Local area pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

¹ <https://idsr.ofsted.gov.uk/idsr/110533/#prior-attainment>

School % FSM6	Below average	13.92	Below average	13.80	Below average	15.25
Local area % FSM6	Below average	14.54	Below average	14.48	Below average	15.87

²The school deprivation level refers to the level of deprivation in the school’s local area. The pupil deprivation level is about the deprivation of pupils who attend the school. Each deprivation indicator is based on the Income Deprivation Affecting Children Index (IDACI). The IDACI is based on 2019 English indices of deprivation. For deprivation measures, ‘Above average’ means “more deprived” and ‘Below average’ means “less deprived”.

The IDACI measures the proportion of all children aged 0 to 15 living in income-deprived families. It is a subset of the income-deprivation domain, which measures the proportion of the population in an area experiencing deprivation relating to low income. The definition of ‘low income’ used in the IDSR includes those people who are out of work and those who are in work but have low earnings and who satisfy the respective means tests.

Stability Context: The school’s stability is close to average (data is % stability for 2023 to 2025).

School % stability	Close to average	94.54	Close to average	94.38	Close to average	95.15
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³Stability is a measure of the percentage of students who were admitted to the school at the standard time of admission. The stability percentage is calculated by dividing the number of pupils who meet the stability criteria by the number of all eligible pupils (pupils in Years 1 to 11 with a single or main dual registration at the school at the time of the January school census). A pupil is counted as stable if they joined the school:

- in or before September in Year 1
- in or before the month by which at least 5% of their year group also joined the school
- in a month/national curriculum year combination in which at least 40% of the year group joined the school, which must equate to at least 10 pupils in primary schools or 20 pupils in secondary schools
- in a month/national curriculum year combination in which at least 10% of the year group joined the school, which must equate to at least 10 pupils in primary schools or 20 pupils in secondary schools, and the same month/national curriculum year combination met these criteria in at least one other year group in the school

Movement Context: The school’s movement is not significant, meaning there is not a high number of students leaving the school between one census and the census the following year.

² [School inspection data summary report \(IDSR\) guide - GOV.UK](#)

³ [School inspection data summary report \(IDSR\) guide - GOV.UK](#)

	Between 2021 and 2022	Between 2022 and 2023	Between 2023 and 2024
Number of pupils leaving the school	31	18	34
<i>Between Years 10 and 11</i>	9	2	4
<i>As a proportion of the Year 10 cohort</i>	Not significant 5%	Not significant 1%	Not significant 2%
<i>Of which, no recorded information in the January census</i>	7	1	3
<i>Between other school years</i>	22	16	30
<i>Of which, no recorded information in the January census</i>	9	5	10

⁴Movement measurements use pupil-level data to identify pupils who were in each school in January of a given year, and whether they were still in the same school in January of the following year. It also specifies the number that left the school between Years 10 and 11, and the number that left the school between other school years. If the proportion of the Year 10 cohort who have moved is significantly higher than anticipated, based on a range of contextual factors, then this will be noted. This only covers pupil movement for secondary Years 7, 8, 9 or 10.

⁴ <https://idsr.ofsted.gov.uk/idsr/110533/#pupil-movement>

Annex 3 - Equality Objectives and Action Plan

Objectives	A Why have we chosen this objective? B How will we achieve it?	Staff member	Actions and Progress to date	Success criteria
To train all members of staff and leaders involved in recruitment and selection on equal opportunities and non-discrimination by January 2025	<p>A To build on our current processes and procedures to ensure that all staff involved in the recruitment process have received the most up-to-date training available to raise awareness of the principles of the Equalities Act.</p> <p>B Equality and Diversity Awareness Training undertaken</p> <ul style="list-style-type: none"> • Overview of the Equality Act 2010 • Main obligations on employers – from recruitment through to dismissal and beyond • Overview of EPM (Payroll provider) third party documentation with direction to the main documents to consider • Internal Employment policies / procedures and the importance of training • Common issues in relation to employment • Compensation regime in the Employment Tribunal for discrimination claims 	Senior Leaders and Governors	<p>November 2025 HoS LBA completed train the trainer CPD in March 2025, qualified to deliver EDI training to staff via <u>Inclusive Practice</u></p> <p>EDI training Part 1 completed by all staff in INSET April 2025</p> <p>Part 2 to be completed 2025/2026 academic year</p> <p>Evaluation of training to be completed after part 2.</p>	Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements.
To raise equality awareness with students and staff, ensuring tolerance and respect towards individuals who identify with any of the protected characteristics: <ul style="list-style-type: none"> • 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 	<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 of our learners:</p> <ul style="list-style-type: none"> • Black History Month – Celebrating the history of the black community and recognising their contribution to society • Dyslexia Awareness • Remembrance Day • Anti-Bullying – Combating all forms bullying and encouraging respect for all • Lesbian Gay Bisexual Transgender (LGBT) Awareness • Excellent Care- International Day of Persons with Disabilities • Human Rights Day – Raising Awareness that every human is valuable. 	PSHCE Lead / Student Support Officer and Form Tutors	<p>November 2025 Assemblies to reference EDI protected characteristics and Equality Act explicitly in addition to current 6Cs and HR</p> <p>Assembly delivered about Equality Act and protected characteristics in Spring 2026</p> <p>Analysis of data relating to intolerance of protected characteristics between 2024/2025</p>	<p>Students demonstrate an understanding of equality through PSHCE feedback forms.</p> <p>A 10% reduction in sanctions related to intolerance towards students with protected characteristics.</p> <p>Increased engagement with social media posts promoting assembly themes and events</p>

<ul style="list-style-type: none"> • sex • sexual orientation 	<ul style="list-style-type: none"> › Holocaust Memorial Day › LGBT History – Celebrating the LGBT community and the contribution of members of the LGBT community to society › Mental Health Support › Easter (Christian holiday) – Celebrating the Christian faith › World Autism Day – Raising Awareness of Autism › Ramadan (Muslim fasting) and Eid – Celebrating the Muslim faith › Pride Week – Celebrating the Lesbian, Gay, Bisexual and Transgender Community 			
<p>To eliminate discrimination, promote equality and celebrate diversity and ensure that the school promotes role models that young people positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability and other protected characteristics (particularly in the light of the broadly mono-cultural nature of the school)</p>	<p>A To ensure that students have examples of people from diverse backgrounds and abilities to inspire, motivate and help shape their character and personality as they grow. To help pupils to recognise appropriate behaviour and try to acquire admirable qualities by seeing examples of successful people from all walks of life.</p> <p>B Display examples of successful people prominently on notice boards throughout the School. Ensure that teachers use a wide variety of examples of role models in their lessons, engaging in positive discussions on diversity and promoting the idea that it is possible for everyone to achieve their goals in life regardless of race, gender or disability. Assemblies promoting the rights respecting values and equal opportunities ethos of the school and displaying examples of these as constant reminders throughout the School.</p>	<p>Marketing Coordinator, PSHCE Lead, all staff</p>	<p>November 2025 British Values document to be created to identify where within the curriculum we support students' knowledge, understanding and implementation of the fundamental British Values.</p> <p>Lesson Observation and Lesson dip forms include a question: <i>Did the lesson/learning activity feature examples, figures, or content explicitly featuring people from a wide variety of different starting points in life, including those with protected characteristics?</i></p>	<p>Lesson observations, learning walks, subject reviews and other monitoring opportunities indicate that teachers and ATs regularly include examples of people from a wide variety of different starting points in life, including explicitly people with protected characteristics.</p>

Last updated: November 2025

By: Louise Baldwin, Head of School

Annex 4 - Equality Impact Assessment

This form is available as a Google Form: [Equality Impact Assessment Form](#)

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	