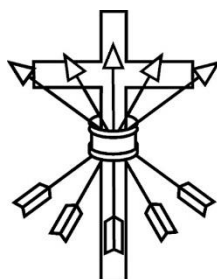


WADDESDON CHURCH OF ENGLAND SCHOOL



EQUALITY, ANTI-DISCRIMINATION AND DIVERSITY POLICY

Policy Statement

Abiding by this policy and the legislation set out in the Equality Act (2010) enables all members of our community to 'live life to the full', without fear of discrimination or harassment. Fullness of life is not merely a promise to people individually, but the collective celebration that, although different, we are all born with unique talents and equally loved in the eyes of God. Education in all its fullness unlocks our talents in a positive, inclusive and welcoming environment; it protects those who could be vulnerable, marginalized or without a voice; and enables us all to flourish individually and collectively.

STATUS OF POLICY:	Statutory
BASED ON LA PROCEDURE DATED:	-
COMMITTEE RESPONSIBLE:	PSWB
GOVERNING BODY APPROVAL:	10 June 2020 (App. B annual update Nov 2020)
REVIEW DATE:	Autumn Term 2021

EQUALITY, ANTI-DISCRIMINATION AND DIVERSITY POLICY

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Appendix A – Accessibility Statement

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1. Aim of the policy

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 being:

- Race
- Disability (including mental health)
- Sex
- Age
- Religion or belief
- Sexual orientation
- Pregnancy and maternity
- Gender reassignment
- Marriage & Civil Partnership

It 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 pupil is associated.

Waddesdon Church of England School is a designated school having a religious character and operates in accordance with the tenets of the Church of England. This gives the school some exceptions under the Equality Act 2010 in relation to Admissions, Benefits and Services, the Curriculum and Acts of Worship. (This is set out in more detail in the DfE Guidance on the Equality Act in relation to schools.)

Please refer to Appendix A for the school's Accessibility Statement.

Equality of opportunity at Waddesdon Church of England School, in accordance with the Public Sector Equality Duty (PSED), means that the School has 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, and 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 issues 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.

2. School Vision Statement / Principles

School Vision Statement:

We believe that the purpose of education is to enable all people to flourish individually and collectively so that they live a life of value. As a community, we strive to achieve these aims, believing genuinely and unequivocally in the capacity and potential of every child.

Our ethos is rooted and grounded in the Christian values of love, compassion, kindness and inclusion which foster dignity and respect for all. Students tell us that they feel safe at Waddesdon School. Self-confidence, self-belief and agency are nurtured through praise, encouragement, acknowledgement of success and celebration of achievement.

Our vibrant and positive culture enables our students to fulfil their potential as self-disciplined, responsible and productive citizens who are proud to claim that they are a part of the Waddesdon tradition, the 'Waddesdon Way'.

Standards and expectations are high and learning is developed through a broad range of engaging and rich educational opportunities. We are a dedicated and motivated staff who enable our students to work hard and achieve highly. However, our school cannot simply be measured by our outstanding outcomes alone; it is also measured the development and character of our young people.

The School vision statement sums up the positive attitudes, relationships and practices which are based on Christian values and firmly embedded within the school community. Students, staff, parents, governors and visitors are expected to recognise and uphold the standards and values of the school.

Waddesdon School is highly regarded within the community and particularly known for the strength of its excellent relationships. These can be seen between students, staff, parents and the wider community and are reflected in the courtesy extended to visitors, the business-like atmosphere in the classroom and the general environment within the school.

Individuals are treated with dignity and respect and differences are valued. Relationships within year groups and across year groups are outstanding and interactions between all students and staff are successfully encouraged, celebrated and result in a strong sense of loyalty towards the school from staff, students and parents.

High standards of behaviour are expected from all members of the school community with a clear and explicit behaviour policy which is regularly reviewed by the Governing Body. Good behaviour is acknowledged and rewarded with praise and privileges. Bullying or discriminatory behaviour of any kind is not tolerated and the school acts swiftly to address such behaviour.

3. Responsibility for the Policy

The Governing Body is responsible for ensuring that:

- The school complies with the Equality Act as this is relevant to the school community;
- The school's Equalities and Diversity Policy is maintained and updated regularly;
- That procedures and strategies related to the Policy are implemented;
- The named Equality and Diversity Governor will monitor all aspects relating to equality, on behalf of the governing body, including all incidents relating to harassment, discrimination and prejudice, and ensuring that appropriate action has been taken. They will also be reported to the Governing Body.

The Headteacher and Senior Management are responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality and diversity;
- Overseeing the implementation of the Equalities and Diversity Policy ;
- Co-ordinating the activities related to equality, diversity and positive promotion of British Values;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- That staff are supported by the Equality and Diversity Policy;
- Taking appropriate action in response to discrimination against any member of the school community with 'protected characteristics' as defined in the legislation;
- Supporting parents to become involved in their children's education;
- Considering and overcoming barriers to parental involvement.

All Staff are responsible for:

- Positively promoting British Values (see Appendix C);
- Dealing with incidents of discrimination as well as challenging bias and stereotyping;
- Not discriminating on grounds of equality;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority.

All Parents/Carers are responsible for:

- Their children's education;
- Being aware of, and complying with, the Equalities and Diversity Policy;
- Positively influencing their children's expectations about education as well as their attitudes and behaviour towards other pupils, staff and senior management including the Governors ;
- Understanding the ethos of the school and becoming involved in school life (i.e. open days, extended services, Waddesdon School Association (WSA), informal discussions with staff, parent evenings).

All Pupils are responsible for:

- Being aware of the principles and the school's values relating to Equality and Diversity;
- Not discriminating on grounds of race sexual orientation, religion, belief or non-belief, gender; or other equality issues;
- Reporting any racist incident or act of discrimination in which they were directly or indirectly involved either in or out of school;
- Understanding, valuing and celebrating diversity and British Values;
- Challenging stereotypes, and prejudices;
- Treating others as their equals.

4. Eliminating discrimination, promoting equality and celebrating diversity

I. Learning and Teaching

Waddesdon ensures that all our students are provided with the opportunity to succeed, and to reach the highest level of personal achievement. The strong emphasis on the **Learning Culture** through an embedded Learning to Learn programme maximises the personal achievement of every student. In teaching and learning, we:

- 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, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping;
- Develop learning materials and activities that emphasise 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;
- Provide opportunities for pupils to identify shared interests among members of different social groups and categories;
- 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 PSHE and Citizenship curriculum cover issues of equalities, diversity, human rights and inclusion; democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs;
- Promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting challenging targets;
- Make best use of all available resources to support the learning of all groups of pupils;
- Increase achievement of all pupils in English, Maths, Science and ICT across all stages.
- Remove any direct, indirect and institutional discrimination;
- Remove any group segregation, and are aware of 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.

II. Personal development and pastoral guidance

- Pastoral staff take account of disability needs, gender, religious and ethnic differences and other equality issues as well as the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker pupils;
- All pupils are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race as well as their sexual orientation or religion/ belief or non-belief;

- We are aware of unlawful distinctions, exclusions, restrictions or preferences that have the purpose or effect of limiting equal access to goods, facilities and services;
- 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 where appropriate remedial work is 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 given opportunities to develop communication, teamwork, motivation and leadership skills, particularly those who come from vulnerable, excluded or deprived backgrounds. [Personal Learning and Thinking Skills (PLTS), Personal, Social and Health Education (PSHE) and Citizen, Personal, and Health Education (CPHE)];
- All pupils are given opportunities to develop their knowledge and understanding of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

III. Curriculum

- Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality, diversity and British Values.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the socio-economic, cultural and lifestyle backgrounds of all pupils, their linguistic needs and their learning styles. [Reference **Learning Culture**]
- Provide reasonable means for children, young people their friends and families to have meaningful and continuous 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 “community”.
- Utilise food, arts, sports and PE as a means to foster participation, engagement, empowerment and consultation.
- Utilise case studies to emphasise successful relations among members of different groups, areas, neighbourhoods, nations and countries.
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.
- Facilitate meaningful and continuous interaction between people from all walks of life.
- Increase awareness about rights and responsibilities of pupils, their parents and carers as community members.
- Remove barriers to access, participation, progression, attainment and achievement.
- Emphasise multiple dimensions of equality (opportunities, access, treatment, participation and outcome).

IV. Staff recruitment and professional development

The school recognises the value of a diverse and inclusive workforce and is committed to equality for all in the appointment, development, training and promotion of staff. This extends to supply or occasional staff.

The Governing Body is bound by law not to discriminate in certain groups. The Equality Act 2010 has brought together all the current discrimination laws into one and sets out the ‘protected characteristics’ that qualify for protection from discrimination as:

Age

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

*It is classified as a disability if a person's mental health problem has a substantial, adverse effect on daily life.

The Governing Body therefore:

- Gives sympathetic consideration for requests for time off for religious observance from staff who are active members of religions or beliefs, in accordance with the Leave of Absence Policy;
- Wherever possible makes reasonable adjustments to recruitment processes, working conditions or the working environment, including terms and conditions of employment, to help overcome practical difficulties created by applicants and members of staff who have a disability;
- Acknowledges these areas of regulation and confirms its commitment to enforce these statutory requirements in the school.

In practice, this means:

- 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;
- Access to opportunities for professional development is planned through the Appraisal process and takes into account the needs of the school and individual CPD
- Equalities policies and practices, including documentation designed to support staff are covered in staff induction programme;
- All supply staff are made aware of equalities policies and practices through explanation of the 'Waddesdon Way' and expectations of behaviour;
- Clear understanding is shared about direct, indirect and institutional discrimination with regards to staff recruitment, training and retention. This includes ensuring applicants are not required to complete a health questionnaire unless the post has been offered.
- The rights of part-time workers (prevention of less favourable treatment regulations, 2000), and the Fixed-Term Employees (prevention of less favourable treatment, 2002) are adhered to.

Positive Action:

The Governing Body recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Body will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. This action is designed to encourage or facilitate the employment or training of minority or disadvantaged groups.

The Governing Body will not discriminate in favour of individuals from specific groups (positive discrimination) but it will take positive action which enables members of those groups to compete on an equal basis. Positive action measures include:

- Encouraging applicants from all groups to apply to the school by explicitly signposting that the School is an Equal Opportunities employer. Encouraging people with disabilities to apply for posts;
- Indicating that, as an employer, the school takes seriously its responsibilities with regard to mental health and wellbeing;
- Flexible working - promoting the use of job shares and flexible working where operational factors make it possible;
- Language / literacy training

V. Partnerships with parents/carers and communities

- All parents/carers are encouraged to participate at all levels in the full life of the school;
- The school will continue to develop and strengthen partnerships with other schools to share good practice, exchange information and foster multi-cultural, multi-geographical and multi-generational activities;
- The school has a role to play in supporting new and settled communities;
- Develop and strengthen links with community groups and organisations to increase range of activities and services they can offer;
- Emphasise equal contribution to society of members from different backgrounds with various lifestyles and identities;
- Foster positive relationships between and within groups of pupils, volunteers, staff, parents, carers and families;
- Establish and strengthen effective approaches to monitor, evaluate, manage and prevent conflict.

5. Putting the Policy into Practice

In order to establish a robust and meaningful action plan, we are clear about the steps that we need to take. We see the importance of taking time to consult, reflect and address the following areas:

- The process for developing areas for improvement from the policy and how this feeds into the School's Development Plan
- Clarity about who is responsible for each target or outcome [see action plan, Appendix B]
- Ensure that the action plan includes addressing Accessibility [see Accessibility Statement, Appendix A]
- Ensuring targets and outcomes been shared with and developed in collaboration with the school staff [induction, annual review and via staff and Mind survey] and the Governing Body [at least yearly]

6. Monitoring and Reviewing

The school has a rolling programme for reviewing school policies. When policies are reviewed in future, governors will endeavour to ensure that due regard is given to the promotion of all aspects of equality within each policy.

The school regularly review the impact of policies on the needs, entitlements and outcomes for pupils, staff and parents from the equality strands referred to in this policy. Specific attention is paid to the impact that policies have on the attainment of pupils from different groups.

The school makes regular assessments of pupils' learning and uses this information extensively to track pupils' progress, as they move through the school. As part of this process, the school is developing systems to ensure the performance of different groups, to ensure that all groups of pupils are making the best possible progress. This information is used 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 receives regular updates on 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:

- Exclusions;
- Incidents of racism, discrimination due to disability, 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.

7. Objectives and action plan

The attached Appendix B sets down the equality objectives and action plan to achieve these for the current academic year. A summary of the action taken over the last three years is also recorded on the plan.

8. Harassment, Bullying and Complaints by parents and pupils

Harassment has the effect of destroying dignity and undermining the confidence of people. It can take many forms, including physical contact, bullying, threatening or ignoring someone. It can be a series of offensive remarks or a single incident. It can be behaviour that staff and students find offensive even if not directed towards them or harassment because of perception or association.

The Governing Body is committed to the principles of dignity at work for its entire staff in the school. This includes the right to be treated with respect by all managers and colleagues.

The Governing Body will consider any acts of harassment including those on the grounds of age, disability, gender reassignment, marital status and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, as totally unacceptable and outside the ethos and culture of the school. Any such act by a member of staff against any adult or child will be treated as a disciplinary offence, and action taken accordingly.

Complaints are dealt with under the school's Complaints procedure for parents (& pupils) and under the Grievance Policy for staff. The exceptions to this are complaints relating to admissions or exclusions which will be dealt with under the independent appeal/review panels that are prescribed.

The first point of contact for a complaint is Matthew Abbott, Head Teacher or in the case of a grievance against The Head Teacher, Mr Graham Parker, Chair of Governors.

In addition, staff have the right to approach their profession association or trade union representative for support. Alternatively, Teacherline can also provide appropriate support.

WADDESDON CHURCH OF ENGLAND SCHOOL

ACCESSIBILITY POLICY STATEMENT

January 2020

LOCATION

Waddesdon School is located in the Aylesbury Vale District of Buckinghamshire, some 6 miles west of Aylesbury. More specifically the school is located at the very end of School Lane, which branches off from Baker Street and the A41 (High Street), the main thoroughfare through the village. The school sits in a quiet and picturesque spot being surrounded by open countryside to most boundaries.

DESCRIPTION

The school comprises a total of 86,310ft² of accommodation across a total of four main blocks, together with some external stores within a site extending to circa 6.36ha (15.72 acres).

PHYSICAL ACCESS

The original school buildings are over 50 years old and, as such, were never designed for disabled access. More recent additions of the Rothschild building (1999), Thorp building and the Sports Hall (2005) have been built with access considerations.

ADMISSION

Prior to the admission of a student with specific accessibility requirements a full assessment will be undertaken, including site visits, to ascertain the nature of the requirements. The assessment will involve the student, his/her parents/carers, the Local Authority (who retain direct funding control for students with accessibility requirements) and staff of the school.

Where current facilities are not suitable the school and the Local Authority will agree the appropriate action to be taken, the timescale for delivery and the funding source to be used for providing this.

CURRENT ARRANGEMENTS

- **Lift access** to first floor in Rothschild (ICT and Business) Thorp (Art, Enrichment, Mathematics)
- **Ramps** to all buildings where required.
- **Kerbs** have been lowered on various paths to enable access to the field, and to improve access around the site.
- **Accessible toilets** are installed in two blocks, including one with a hoist
- **Changing Room**, designated disabled shower room and changing space.
- **Evacu-chairs** on all landings above ground floor level.

The school will continue to respond to changing needs as necessary, for example, the provision of variable height desks in more classrooms and the rearrangement of accommodation to provide ground floor access where necessary.

Additionally, all new building and refurbishment plans will take account of providing suitable access.

TRAINING

Staff are regularly updated as to the needs of specific students. This may include wheelchair access both around the buildings and in classrooms, where issues such as the height of desks is an issue.

Learning Support Assistants are provided with specific training to fulfil their role and this is repeated as required.

Members of staff, both teaching and support, have been trained to provide on-site first aid when required and request professional medical assistance if needed.

INFORMATION & COMMUNICATION

Depending upon the specific problem, alternative forms of information will be provided for users as appropriate. For example:

- Examination papers will be enlarged for a visually impaired student.
- Curriculum materials will be enlarged for a visually impaired student
- Amanuenses will be used for students with physical disability of both a temporary and a permanent nature.

Equalities and Cohesion Action Plan

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-19	ACTION (2020-22)
1.	<p>Eliminating discrimination, promoting equality and celebrating diversity</p> <p>(particularly in the light of the broadly mono-cultural nature (11-16) of the Waddesdon Church of England School)</p>	<p>Use assembly schedule and PSHE programme to continue to celebrate diversity/equality and promote positive attitudes towards the protected characteristics in the Equality Act 2010, as well as providing education on mental health.</p> <p>Ensure that British Values continue to be safeguarded and promoted.</p>	<p>Pupils are even more aware of diversity in the local community and the UK</p> <p>Pupils see diversity and difference as positive</p> <p>Values and active promotion of equality and diversity reflected on website.</p>	<p>Schedule of assemblies shows range of people invited to speak from across the protected characteristics, particularly diverse ethnic and religious groups; people with disabilities; LGBTQ+; mental health (RB)</p> <p>School marks and celebrates Black History month, National Holocaust Day and other major political and cultural days of significance.</p> <p>Diversity as an assembly theme encouraged by the school chaplain.</p> <p>New reception area celebrates diversity in our school.</p> <p>PSHE programme substantially updated. (BBR/RB)</p> <p>All staff guided through PREVENT training. (AMc)</p> <p>Website and recruitment material (particularly Sixth Form prospectus updated). (MA/AMc)</p>	<p>Continue to develop invitations to outside visitors from different groups to lead assembly, in particular from a range of faith groups. [RB]</p> <p>Continue to monitor and improve, using incidences of discrimination to remind school community of how the Waddesdon Way encompasses all and excludes none. Adapt PSHE programme in the light of any incidences. [SJ]</p> <p>Response to 'Black Lives Matters' movement places a stronger, more explicit emphasis on being Anti-racist. Student leadership on anti-racist vision, education programme (for staff and students) and awareness raising [2020-21 – MA/HDr]</p> <p>Ensure potential extremism and extremist</p>

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-19	ACTION (2020-22)
					views are identified and combatted positively and proactively. Use of PREVENT training. [AMc] Continue to educate all members of the community with regard to mental health. [JSt/MA]
2.	Preventing and dealing effectively with bullying and harassment	Maintain awareness of pupils, parents and staff of the school's zero tolerance to all forms of bullying and harassment Anti-bullying week Ensure bullying and harassment is not experienced by any staff member.	Students and staff continue to feel safe in the school community	Parents' directory and student leaflets, as well as assembly, clearly outline our zero tolerance approach to bullying; all incidents dealt with appropriately; cyber-bullying a whole school focus; CP curriculum addresses these areas (SJ/RB/BBr) Peer Mentoring programme introduced and successfully used to educate students in Years 7+8 predominantly about how to deal with bullying. (BBr/KAS) Incidents of bullying and student perception of bullying tracked with positive outcomes recorded. (SJ) Staff induction includes clear information about the importance of 'Dignity and Respect' for all. (MA)	Maintain clear sanctions and restorative approaches should any bullying occur. [SJ] Train key members of staff on Restorative Justice approaches. [Done] Regularly publicise sources of support for all students and staff so that they know where to turn to for help should it be needed. [LMT] Further consolidate clear messages about bullying and harassment and zero tolerance towards all members of the community. [SJ/MA]

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-19	ACTION (2020-22)
3.	Listening to, engaging and acting on the views of pupils, staff, parents and others	<p>Development of student voice</p> <p>Continue annual questionnaires to parents, staff and students</p> <p>Through quality assurance questionnaire, regularly seek views from voluntary groups outside the school to get the full picture on disability, race equality and/or community cohesion</p>	<p>Student voice contributes positively to the school community</p> <p>Feedback provides helpful information for improving and sustaining the positive community</p> <p>Staff concerns recognized and responded to.</p>	<p>Student council has a good impact on school life, representing student views to teachers and bringing in improvements. (BBr)</p> <p>Culture of openness and accountability. Whistle-blowing policy read and understood by all staff. (MA)</p> <p>Biennial survey into attitudes towards social media.</p> <p>Feedback taken at parents' evenings and acted upon: high levels of satisfaction (LMT/HoY)</p> <p>Annual staff survey acted upon and shared with staff. (LMT)</p>	<p>Student Voice to remain high profile through culture and ethos. [MA]</p> <p>On-going opportunities at Parents' Evenings to support parents and to listen to their views. [MA]</p> <p>Maintain positive and supportive line management to enable staff to express their views and concerns. Development of 1-1 well-being conversations for all staff. [JN]</p> <p>Active engagement of parents and pupils from minority ethnic groups [2020-21 MA/HDr/Chair of Governors]</p>
4.	Developing the Curriculum	<p>Regularly review all subject areas with regards to cultural diversity and respect for others.</p> <p>Regularly review all curriculum offer to ensure equal opportunities and a shared culture of</p>	<p>Ensure curriculum experience reflects cultural diversity and respect for others and is appropriate to student need.</p>	<p>Schemes of work established and reviewed yearly (SLs)</p> <p>At key transition points, no students are barred from applying to do the full range of courses, provided that they can meet the requirements for entry to the subject areas/qualifications. (SJ)</p>	<p>Continue to monitor curriculum against Community Cohesion Scheme and Equality Policy. Ensure all elements of the RSE curriculum are planned into the PSHE curriculum. [RB]</p>

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-19	ACTION (2020-22)
		<p>aspiration for all to achieve highly.</p> <p>Review RE/PSHE/ Citizenship as models for best practice in developing an inclusive curriculum.</p> <p>Development of curriculum for potential NEETs to enhance the self-esteem of vulnerable groups and the respect of all for diversity within the community.</p>	Ensure that there is equal opportunities for access to the curriculum	<p>Establishment of in-school Careers, Advice and Guidance service working closely with the Head of Sixth Form and Assistant Head. (BBr/AMc/RB)</p> <p>Inclusion of the Gatsby Benchmarks into self-evaluation and action planning; updated and compliant careers statement on website. (RB/BBr)</p>	<p>Develop institutional understanding of de-colonialising the curriculum in order to promote narratives of empowerment and celebration, rather than unconscious oppression [2020-21 HDr/MA]</p> <p>Ensure that all KS3 students understand the opportunities open to all for Triple Science and Computer Science. [SJ]</p> <p>Provide greater access to the EBacc subjects for all students. [SJ]</p> <p>Maintain high level of IAG, in particular ensuring that the Gatsby Benchmarks are understood and adhered to. [RB/AMc]</p>
5.	<p>Equalising opportunities</p> <p>Recognising that some of the groups covered in this policy are likely to be economically disadvantaged</p>	Avoid putting parents under unnecessary financial pressure by reviewing Charging Policy regularly and making clear in home/school communication different	Policy is clear and practice is understood and followed by all staff	<p>Statutory requirements adopted, with clear information to students with Free School Meals (SJ)</p> <p>School maps expenditure by parents over a longer period of time and ensure that there are ways to maintain fair access to the</p>	<p>Implement and review curriculum costs [JN/SJ]</p> <p>Ensure students who come from lower income families (Pupil Premium) are not disadvantaged by their situations through</p>

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-19	ACTION (2020-22)
		payment opportunities as well as financial support.		curriculum and other opportunities (VH) Students eligible for Pupil Premium given equal opportunities. (SJ) Access for additional funding at Sixth Form – 16-19 Bursary Fund. (AMc)	appropriate spending of additional monies. [SJ]
6.	<p>Informing and involving parents and carers, including under presented groups</p> <p>Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible</p>	<p>Recognising the needs of specific groups, for example CLA, PLAA and young carers.</p> <p>Ensure that parents understand how well their child is progressing through review of reporting system (in light of Parental, Student and Staff feedback)</p>	<p>People feel validated and see the school as accessible and responsive to their needs.</p> <p>Reporting system is understood by community.</p> <p>Parents attend evenings and feel they are beneficial</p>	<p>Report system successfully implemented; queries responded to and changes made in the light of them. (SJ)</p> <p>Information evenings incorporated within Parents' Evenings (drugs education; police liaison) and Presentation Evenings (safe use of the Internet)</p> <p>Regular reviews of educational provision for CLA and PLAA students</p> <p>Parents not attending parents' evenings are contacted.</p> <p>Engagement with Young Carers programme in Bucks (JSt)</p>	<p>Increased information given around Careers, Advice and Guidance [RB/AMc]</p> <p>Reluctant families identified and contacted as required. [JSt]</p> <p>Staff understanding of the needs of under-represented groups improved (CLA, PLAA, Carers) through training. [LMT, overseen by MA]</p> <p>Active engagement of parents and pupils from minority ethnic groups [2020-21 MA/HDr/Chair of Governors]</p>

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-19	ACTION (2020-22)
7.	Welcoming new pupils and helping them to settle in effectively	Implement induction programmes at traditional entry points and also mid-year entry.	Students are confident about the support they can receive	<p>Students trained and available; Transition Day (JSt)</p> <p>Year 7 student voice through year group and Student Council (MA)</p> <p>Year 7 to Year 6 paragraph writing (BV)</p> <p>Restorative Awareness supports transition. (BBr/KAS)</p> <p>Students' individual needs are met in consultation with parents. (HoYs)</p>	<p>Continue to offer support via Peer Mentoring and Paragraph writing [JSt/SJ]</p> <p>Transition Day and Transition Evening – integral parts of the school year [JSt]</p> <p>New Uniform Process – “one stop shop” – all the same and easier to order JN/JSt]</p> <p>Ensure that transition is seen as a process, not a single event. [JSt]</p>
8.	Addressing the full range of learning needs Recognising that some of the groups covered in this policy are more likely to under-achieve	<p>Ensure appropriate teaching styles and classroom organisation through effective differentiation</p> <p>Learning focus on Assessment for Learning</p> <p>Track pupil progress and Identify under-performance through more frequent reporting and intervention by HOYs and SLs</p>	<p>Differentiated teaching and effective AfL supports all students to make progress</p> <p>Stream-lined system which has impact on student performance</p>	<p>Clear T&L policy, with resourcing to support different learning styles: whole school focus on differentiation (RB)</p> <p>Regular Year team meetings and intervention; progress of children in subgroups monitored: Pupil Premium, Children in Care, G+T/More Able, VMEGs (SJ/SLs)</p>	<p>Continue to monitor groups within SEN, CIC, Pupil Premium, G+T/More Able [SJ/AMc]</p> <p>Adapt practices in the light of new information and in response to cohort specific issues. [SJ/AMc]</p>

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-19	ACTION (2020-22)
9.	Supporting learners with particular needs Recognising that some of the groups covered in this policy are more likely to have particular needs	Support students through 1-1 tutoring, especially students who enter school below expected levels in Year 7 Regularly review student support, through EHCP review, if applicable.	Students increase in confidence and ability in English and Maths	Comprehensive 1-1 and small group programmes (SJ) Tailored support programme put in place in accordance with student needs, in particular those with access needs. (SJ)	Continuation and development of scheme with targeted students – those who are currently not seen to be on track to achieving their FFT20 target grades in English and/or Maths. [SJ/JSt]
10.	Making the school accessible to all	On-going analysis of access to meet the needs of pupils, staff and others with physical disabilities	Students' needs are met	Site improved in a number of areas (see VH) Governor audit of needs in relation to accessibility. Improvements made to accessible toilet in Thorp (VH)	Ensure appropriate access arrangements are in place for new students on entry to the school [JSt] Bid for funding to improve access to the central block and increased number of Access Toilet facilities. [JN]
11.	Ensuring fair and equal treatment for staff and others	Reviewed regularly through this policy, recruitment, complaints procedure and with Governors involvement as necessary.	Complaints are minimal, but where raised, are dealt with appropriately	Regularly reviewed (as first column) and highlighted to staff (MA) Development of Well-being and Workload policy. Very few incidences and no complaints. All issues and concerns taken seriously.	Regularly reviewed (as first column). Further development of support tools for staff through work with MIND.[MA]

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-19	ACTION (2020-22)
13.	Monitoring and Evaluating the policy Recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	Report to governors via named person Report to parents and pupils through Waddesdon Voice to celebrate work of the Waddesdon community Monitor and review practice Carry out impact assessments to evaluate practice	Governors are apprised of issues and equality and diversity. Communication and celebration Improvements	Action Plan reviewed yearly in light of action and new legislation. (MA/Govs) Improvements recorded. (MA/Govs)	Maintain cycle of review [MA/Governor] Working with Mind's Workplace Well-being Index to provide external validation of internal policy and practice. [MA]

Promoting Fundamental British Values as part of SMSC in Schools

BRITISH VALUES	DEMOCRACY	RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT & TOLERANCE OF THOSE WITH DIFFERENT FAITHS & BELIEFS
THROUGH THEIR PROVISION OF SMSC, SCHOOLS SHOULD:	<ul style="list-style-type: none"> Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England 	<ul style="list-style-type: none"> Enable students to distinguish right from wrong and to respect the civil and criminal law of England Enable students to acquire a broad general knowledge of and respect for public institutions and services in England If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law 	<ul style="list-style-type: none"> Enable students to develop their self-knowledge, self-esteem and self-confidence Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely 	<ul style="list-style-type: none"> Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures Encourage respect for other people
KNOWLEDGE & UNDERSTANDING EXPECTED OF PUPILS AS A RESULT OF SCHOOLS ACTIVE PROMOTION OF BRITISH VALUES:	<ul style="list-style-type: none"> Understanding of how citizens can influence decision making through the democratic process 	<ul style="list-style-type: none"> An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety An understanding that there is a separation of power between the executive and judiciary, and that while some public bodies such as the police and army can be held to account through parliament, others such as the courts maintain independence 	<ul style="list-style-type: none"> An understanding that the freedom to choose and hold other faiths and beliefs is protected in law 	<ul style="list-style-type: none"> An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour An understanding of the importance of identifying and combating discrimination
EXAMPLES OF ACTIONS A SCHOOL CAN TAKE:	CURRICULUM – advantages and disadvantages of democracy, how democracy and law works in Britain in contrast to other countries; STUDENTS HAVE A VOICE THAT IS LISTENED TO – by demonstrating how democracy works; USE OPPORTUNITIES SUCH AS GENERAL OR LOCAL ELECTIONS - to promote British values and give opportunity to argue and defend points of view; USE TEACHING RESOURCES FROM A RANGE OF FAITHS; CONSIDER ROLE OF EXTRA-CURRICULAR ACTIVITY – including any run directly by pupils, in promoting British values.			

'THE WADDESDON WAY' – DIGNITY AND RESPECT FOR ALL

<p>CP Curriculum:</p> <p>Yr8 –British Values; Yr10 MUNGA.</p> <p>Yr 12 Extension Studies Curriculum:</p> <p>Why vote? Mock General Election. Annual visit from Peers in Schools on role of the House of Lords. Yr13: Voter Registration Awareness Assembly and SMHW campaigns.</p> <p>History Curriculum:</p> <p>Yr7-Monarchy and the development of parliament e.g. King John & Magna Carta, English Civil War and the Republic, French Revolution. Yr8 – dictatorships in the context of WW2. GCSE – Germany 1890-1945 Democracy and Dictatorship; Tudor government and parliaments; Britain Migration, Empire and Peoples c.790 to present day.</p> <p>Student Voice:</p> <p>Elected student council with representatives from each year – regular meetings. Elected/ Appointed Heads of School – weekly meeting with Head of Sixth Form. Student surveys and focus groups help inform school improvements e.g. SRE Policy, Year 13 Exit Survey.</p> <p>Assembly/tutor programme:</p> <p>Events run to coincide with national events e.g. Democracy Week, Mock General Election 2019 led by Sixth Form students.</p>	<p>CP Curriculum:</p> <p>Yr7 Staying Safe; Yr8 –British Values; Yr8 Savvy Social Media; Yr 8 Drugs & Alcohol; Yr9 British Values/Challenging Extremism & Zak Programme; Yr9 Safer Choices collapsed day.</p> <p>School Behaviour Ethos:</p> <p>Strong behaviour policy with consistent approach to sanctions. Restorative approach used when appropriate and HOYs trained in this. Daily whole school and year group assemblies to reinforce key behaviour values.</p> <p>Year 12 Extension Studies Curriculum:</p> <p>Shaun Attwood's talk - life in an American Prison; Amnesty talk; Police Safety talk; Bucks Fire & Rescue talk.</p> <p>Restorative Approaches:</p> <p>Sixth Form students trained as mediators to help resolve conflicts amongst younger students.</p> <p>Police liaison officer:</p> <p>Regularly leads assemblies on: e-safety & the law; personal safety; the law as an 18-year-old. Works with small groups, individuals and parents as the need arises.</p> <p>Assembly/tutor programme:</p> <p>Events run to coincide with national events e.g. #BigJusticeWeek Barrister visit and follow up form time on upskirting law.</p>	<p>CP Curriculum:</p> <p>Yr8 –British Values; Yr 8 Mental Well-Being; Yr 8 – Dove Self-Esteem Programme; Yr 9 Positive Futures; Yr10 the Do Programme.</p> <p>Student led year group/whole school assemblies:</p> <p>Delivered by students on issues which matter to them and which they feel the school community would benefit from hearing about.</p> <p>Community Service:</p> <p>Lots of Year 12 students complete 1 hour of community service weekly, in school (e.g. reading mentors) or local community (e.g. primary school, Wed Club).</p> <p>Student leadership and agency:</p> <p>Well-established Prefect system - students actively promote responsibility and behaviour. Heads of School eco-bid initiative.</p> <p>Charity Week:</p> <p>Yr7 & Yr8 CP focus. Fundraising activities. Save the Children Ambassadors.</p> <p>Debate Clubs:</p> <p>KS3&4 Big Thinking, Big Questions Club; weekly Year 12 Debate Society with lunchtime public debates e.g. 'This house believes... religion does more harm than good'/'...our justice system is not fit for purpose'.</p>	<p>CP Curriculum:</p> <p>Yr7 Global Citizenship; Yr7 Waddesdon Way; Yr7 Social Responsibility & Respect; Yr 7 Diversity Week; Yr9 Under the Skin project; Yr10 Global Citizenship</p> <p>Annual Year 10 MUNGA event with participation in County competitions.</p> <p>Yr 12 Extension Studies Curriculum:</p> <p>Conflict in the Middle East from two perspectives talk.</p> <p>RS Curriculum:</p> <p>All students study RS in Yrs7-11 which develops an understanding of different world religions e.g. Yr8 Islam project and coverage of Hinduism. GCSE exploration of moral and ethical issues from different religious perspectives – Christian and Buddhism. Specific topic on Crime and Punishment. Discussion and debate is encouraged within the ethos of dignity and respect.</p> <p>Whole school assemblies:</p> <p>Delivered by Christian, Hindu, Muslim visitors to the school. Student led assemblies.</p> <p>Numerous local/foreign visits:</p> <p>World Challenge; Global Leadership Visit to India, Auschwitz visit etc. with feedback assemblies. Yr8 RS Visit to Oxford Cathedral, Mosque and Synagogue.</p>
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