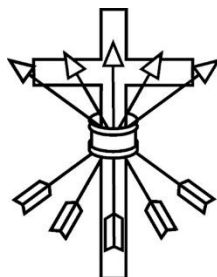


WADDES DON CHURCH OF ENGLAND SCHOOL



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.

At Waddesdon we look to actively challenge unconscious bias, and remove all systemic barriers to inclusion for all stakeholders.

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.

The Action Plan incorporated within this policy (Appendix B), addresses and evaluates the school's Accessibility Statement (Appendix A.)

| | |
|-------------------------------------|-------------------------|
| STATUS OF POLICY: | Statutory |
| BASED ON LA PROCEDURE DATED: | - |
| COMMITTEE RESPONSIBLE: | PSWB |
| GOVERNING BOARD APPROVAL: | 14.06.26 |
| REVIEW DATE: | Spring Term 2027 |

EQUALITY, ANTI-DISCRIMINATION AND DIVERSITY POLICY

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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 and Appendix B for the school's Equality Objectives.

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 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.

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 can live a fulfilling life. As a community, we strive to achieve these aims, believing genuinely and unequivocally in the capacity and potential of every person.

Our ethos is rooted and grounded in the Christian values of love, compassion, kindness and intentional inclusion which foster dignity and respect for all. We want students to know that they are safe, and seen, at Waddesdon School. We uphold these same values for our staff. Being part of the Waddesdon family should enrich people's lives.

Self-confidence, self-belief and agency are nurtured through positive relationships, encouragement, acknowledgement of success and celebration of achievement. We value well-being and care deeply about the individual support we provide within an organisation which prizes fairness and equity.

Our happy and positive culture enables our students to fulfil their potential as self-disciplined, responsible and proactive citizens who are proud to claim that they are a part of the

Waddesdon tradition, the 'Waddesdon Way', and who are ready to face the challenges of the modern world.

Academic and professional standards and expectations are high with a culture which we describe as being 'warm strict'. Learning is developed through a broad range of engaging and rich educational opportunities. We are a dedicated and motivated community which enables our students, and staff, to work hard and achieve highly.

Pursuing excellent education means that Waddesdon School does not simply measure success by our outstanding outcomes; it is also measured by 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 Board. 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 Board 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 Board, 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 Board.

The Headteacher and Senior Management are responsible for:

- Along with the Governing Board, 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.
- Reporting annually the work on EDI to the governing body.

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 matters;
- 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 Successful learning 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 matters 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 represent 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;
- Promote use of adaptive teaching to support the most disadvantaged students, including those with SEND.
- 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;
- 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 non-cognitive skills (e.g. Resilience, motivation, communication) through CP lessons, form times and through the successful learning programme.
- 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.
- All pupils are given opportunities to reflect on mental health and wellbeing, including strategies to improve these linked to the Mental Health Action Plan.

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 matters 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).
- Ongoing staff training on ensuring inclusive curricular and classroom practice

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 Board 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 – see page 3.

The Governing Board 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 the 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 Board recognises that the avoidance of discrimination is not sufficient to ensure that equality exists in the school. The Governing Board 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 Board 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.
- Communications with parents/carers sent in formats that are easy to translate, or be read with reading support.

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 that targets and outcomes have been shared with and developed in collaboration with the school staff [induction, annual review and via staff and Mind survey] and the Governing Board [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 Board 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. A summary of the action taken over the last three years is also recorded on the plan. The action plan also makes clear the link to the school's development 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 Board 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 Board 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 Andrew Howard, 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.

APPENDIX A - ACCESSIBILITY STATEMENT (ACCESSIBILITY PLAN WITHIN APPENDIX B)

AIMS

Schools are required under the Equality Act 2010 to have an accessibility statement and plan. This accessibility statement should be read within the aims of the wider Equalities and Diversity policy. The current Accessibility Plan can be found within Appendix B.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

LEGISLATION AND GUIDANCE

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 five 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 60 years old and, as such, were not originally 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. The Sixth Form Building (Jacob Rothschild Building) was opened in 2025 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, their 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), Jacob Rothschild Building
- **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.
- **Accessible parking** available within the main school car park, with ramped access onto the school site

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 matters such as the height of desks need to be addressed.

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.
- All teachers are provided with Accessible Design guidance for ppts. and worksheets.

Equalities, Cohesion and Accessibility Action Plan

APPENDIX B

Equalities, Cohesion and Accessibility Action Plan

| OBJECTIVE | AREAS OF PARTICULAR FOCUS | INTENDED OUTCOME | PLANNED ACTIONS 2027 - 2030) |
|--|---|--|--|
| 1. Ensure the curriculum meets the needs of all learners | <p>a) Maintain and deliver a deliberately inclusive curriculum that reflects the range of learners and their needs</p> <p>b) Continue to deliberately diversity the curriculum to ensure all aspects of protected characteristics are represented</p> <p>c) Embed accessible support strategies for those with low or emerging literacy skills including on entry</p> <p>d) Embed accessible support strategies for those with low or emerging numeracy skills including on entry</p> <p>e) Support access to a curriculum that upholds the values of dignity not deficient</p> | <p>All learners can access, engage with and succeed in the curriculum</p> <p>Learners see themselves positively reflected and valued</p> <p>Curriculum upholds dignity, aspiration and high expectations for all</p> | <p>Provide staff CPD on avoiding stereotyping and deficit narratives, ensuring representation promotes empowerment, contribution and achievement [SR]</p> <p>Ensure potential extremism and extremist views are identified and combatted positively and proactively. Use of PREVENT training, including all types of radicalisation. [JSt]</p> <p>Continue work of student leadership groups, ensuring open access to all students [ELi (AE)]</p> <p>Continued review of mental health action plan, ensuring aspects of education around mental health and represented in the community [NA (AE)]</p> <p>Ensure case studies, role models and texts across subjects include diversity of race, gender, disability, religion, sexual orientation and age in a meaningful, non-tokenistic way. Including deliberate thought behind ensuring diverse role models limiting stereotypes [SL with support from SR]</p> <p>Monitor the impact of literacy interventions adapting provision as needed [CC/BV/SC]</p> |

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| | | | <p>Monitor the impact of numeracy interventions adapting provision as needed [CC/MH]</p> <p>Continue the work of the whole School literacy strategy [CC]</p> <p>Promote high aspiration pathways for all learners, ensuring prior attainment or background does not limit curriculum access or progression routes [CC /RB/ AE/ AMc]</p> <p>Careful review of implemented September 2026 RSE statutory update, including the explicit education on sexism and misogyny [AE/BBr]</p> <p>Explicitly teach students to recognise and challenge everyday sexism, including online behaviour, language, peer pressure and media influence, through CP, assemblies and form times. [AE]</p> <p>Ensure that all students understand the opportunities, tracking opportunities, e.g. Separate science, uptake to A level Subjects. [CC, AMc]</p> |
| <p>2. Strengthen Education & Communication around inclusion and equity</p> | <p>a) Actively eliminating discrimination in all forms, promoting equality and celebrating diversity across all protected characteristics</p> <p>b) Use the antibullying quality assurance framework to ensure preventative and rapid re-education on issues linked to protected characteristics.</p> <p>c) Ensure robust systems in place to prevent, record and respond to incidents of bullying and harassment</p> | <p>Students and staff feel safe, respected and represented</p> <p>There is a rapid response to bullying, harassment and discriminatory behaviour</p> | <p>Continue to monitor and improve; use incidences of discrimination to remind the school community of how the Waddesdon Way encompasses all and excludes none. [JM]</p> <p>Continue to provide education for students involved in racist incidents via the WNTR group.[SR]</p> <p>Track education of all protected characteristics, promoting equality and celebrating differences, with a</p> |

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| | <p>d) Promote resilience to extremism, including local trends, through interfaith dialogue and deliberate education</p> | | <p>particular emphasis on one area of current focus (Sexism in 25-26) [AE/SR]</p> <p>Use the Anti-Bullying Quality Assurance Framework to track progress on all aspects of Antibullying education and policies [JSt, AE, JM]</p> <p>Continue to ensure systems for recording and responding to bullying and harassment are followed [JM]</p> <p>Ensure there is an awareness of local trends, and proactive education to promote resilience to extremism [JSt]</p> <p>Continue to map and ensure interfaith dialogue and deliberate education to promote resilience to extremism [AE]</p> <p>Maintain clear sanctions and restorative approaches should any overt or covert bullying occur. [JSt/JM]</p> <p>Fully implement antibullying student speak policy into all class and form rooms [JSt]</p> |
| <p>3. Meeting the needs of SEND students, including those who have disabilities inclusive of hidden disability</p> | <p>a) Provide proactive support for students with disabilities, including reasonable adjustments, adaptive teaching and quality first teaching</p> <p>b) Ensure the physical environment is safe and accessible for all students</p> <p>c) Support the local authority in ensuring that the Ordinary Available Provision is implement and available, ensuring use of</p> | <p>SEND students thrive academically, socially and emotionally</p> <p>Reasonable adjustments are proactive, consistent and understood</p> | <p>Robust SEND identification and monitoring systems in place, ensuring regular monitoring and action for these students [RB]</p> <p>LSAs trained and deployed effectively to support students across the curriculum [RB]</p> <p>Use of pastoral knowledge, and strong foundations with parents to identify and support students facing hidden disability [JSt]</p> |

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| | <p>mechanisms that are useful for all, essential for some</p> | <p>Inclusive practice benefits all learners</p> | <p>Provide proactive support including reasonable adjustments for students in lessons [RB]</p> <p>Continue to train staff on using Ordinarily Available Provision, using strategies that are <i>useful for all and essential for some</i> [RB]</p> <p>Ongoing staff training on adaptive teaching [RB]</p> <p>Ensure appropriate access arrangements are in place for new students on entry to the school [JSt]</p> <p>Monitor the physical environment of the school, to ensure it remains safe, accessible and regularly audited [JN]</p> <p>Bid for funding to improve access to the central block and increased number of Access Toilet facilities. [JN]</p> <p>Transformation of enrichment spaces [JN/RB]</p> |
| <p>4. Meeting the needs of learners who face disadvantage</p> | <p>a) Provide equalizing opportunities to bridge home school differences for all learners, particularly EAL and those from diverse cultural backgrounds</p> <p>b) Provide equalizing opportunities to close the attainment and attendance gaps for economically disadvantaged learners</p> <p>c) Promote strategies to prevent persistent absenteeism</p> <p>d) Recognise and address the needs of double and triple disadvantaged students</p> | <p>Reduced attainment and attendance gaps for all students.</p> <p>Barriers to engagement identified and removed for all students.</p> | <p>Recognise and address the specific needs of students who are doubly or triply disadvantaged through targeted monitoring and support</p> <p>Include evening community events reflective of the celebrations specific to our students e.g. Dewali, Eid/Iftar, Easter. Inviting parents and the local community.[SR]</p> <p>Pupil Premium spending closely monitored, with impact reviewed [AE]</p> <p>Attendance for all students, including those in subgroups tracked with swift intervention [JSt/NAck/AMC/GHA]</p> |

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| | | | <p>Track and intervene to ensure equalising opportunities to bridge home–school differences, particularly for EAL learners and culturally diverse families [AE]</p> <p>Review curriculum costs on families, to ensure equal access to opportunities [CC/]</p> <p>Ensure students who come from lower income families (Pupil Premium) are not disadvantaged by their situations through appropriate spending of additional monies, grant applications and other support, including 16-19 Bursary. [AE/AMc]</p> <p>Continue to ensure payments from the 16-19 Bursary Fund to ensure Sixth Form students well supported financially – transport and textbooks [AMc]</p> <p>Continued review of late bus and numbers attending clubs to ensure equal opportunities and access Tracking of uptake to these. [AE]</p> <p>Continued education of staff in doubly and triply disadvantaged, and the impact of this on students. [AE]</p> |
| <p>5. Engaging with parents and families</p> | <p>a) Promote communication pathways are easy to read, translate and access particularly for parents of students with a disability or additional need</p> <p>b) To develop targeted communication for all hard to reach or underrepresented groups, including from rural, ethnic and isolated communities</p> | <p>Parents feel informed, confident, and able to engage with life at school.</p> <p>Communication barriers reduced</p> <p>Improved trust and partnership with families</p> | <p>Ensure communication with families are sent in formats that are easy to read, translate and access [MA]</p> <p>Increase staff understanding of the needs of under-represented groups and communication with these families (CLA, PLAA, Carers, minority ethnic groups, EAL) including those that face multiple disadvantage [AE]</p> |

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| | | | <p>Actively engage in local minority community groups, bringing them into the Waddesdon School community. [SR]</p> <p>Actively engaging with parents over matters of attendance. [JSt/NAck/AMC/GHa]</p> <p>Track attendance at events for all groups, and target communication for hard-to-reach or underrepresented groups, [AE]</p> <p>Increase understanding of the needs of hard-to-reach groups, including rural, ethnic and isolated families [SR]</p> |
| <p>6. Support for all staff members to ensure there are attainable equal opportunities for senior role and/or promotions to all staff, and in the governing body.</p> | <p>a) Ensure inclusive recruitment, development and wellbeing strategies for all staff working towards a staff body that represents the student body</p> <p>b) Use appraisal system to ensure internal CPD is promoted to all staff, particularly those from underrepresented groups</p> <p>c) Ensure a fair representation at the board level to reflect the diversity of the student and staff body to fill skill gaps</p> | <p>Staff feel valued, supported and able to progress</p> <p>Leadership and governance reflect the school community</p> | <p>Ensure inclusive recruitment strategies implemented in all appointments [JN]</p> <p>Annually monitor staff and governing body to track progress towards these bodies representing the student body [SR]</p> <p>Track CPD opportunities, ensuring the appraisal system is used to promote equal opportunities to all staff [MA]</p> <p>Address any skills or diversity gap at governing body level [AH/RD]</p> <p>Ensure that staff are not subject to indirect discrimination in any form, e.g. in relation to protective characteristics. [JN]</p> |

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| <p>7. Respond to feedback from all stakeholders including improving engagement with parents on inclusion</p> | <p>a) Listening to, engaging and responding to the views of all pupils, staff, parents and others</p> <p>b) Tenacious exploration in, and removing of the barriers preventing engagement of our hard to reach families</p> <p>c) Monitoring and Evaluating the action plan and EDI policy</p> | <p>Stakeholder voice informs decision-making</p> <p>Barriers to engagement reduced</p> <p>Continuous improvement of EDI practice</p> | <p>Continue to use, and act on feedback from, annual staff and parent surveys [MA]</p> <p>Continue to use, and act on feedback from, termly student surveys and student voice [JSt]</p> <p>Continued, and tenacious, exploration and action on removing barriers for hard-to-reach families [AE/SR]</p> <p>Trial of student council [Eli (AE); termly] and use of 6th form leadership roles to gain voices of students [AMc]</p> <p>Engagement with link Governor in assessing the application and robustness of the policy, with annual formal review [AE/RD/SR]</p> <p>Annual EDI report to governors in Autumn term [AE/SR/RD]</p> |
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APPENDIX C 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 |
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| 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: | <p>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.</p> | | | |

'THE WADDESDON WAY' – DIGNITY AND RESPECT FOR ALL

| DEMOOCRACY | RULE OF LAW | INDIVIDUAL LIBERTY | MUTUAL RESPECT AND TOLERANCE |
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| <p>CP Curriculum:</p> <p>Yr7 –Global Citizens; 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 ClassChart 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/ Appointed Heads of School – weekly meeting with Head of Sixth Form. 6 Sixth Form student leadership groups established. Youngers years open to attend. 'We need to talk about Racism' group well established with students across years. 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. Mock General Election led by Sixth Form students.</p> | <p>CP Curriculum:</p> <p>Yr7 Staying Safe; Yr9 –British Values; Yr 8 young people and the Law; Yr 10 – Rights and Responsibilities</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; Consent workshop.</p> <p>Restorative Approaches:</p> <p>Sixth Form students trained as mediators to help resolve conflicts amongst younger students.</p> <p>Outside agencies</p> <p>Police liaison office sed to support education of students where issues arise, working with small groups, individuals and parents as the need arises. CP lessons delivered by outside agencies on issues such as knife crime, vaping.</p> <p>Assembly/tutor programme:</p> <p>Events run to coincide with national events e.g. sexual harassment, vaping, knife crime</p> | <p>CP Curriculum:</p> <p>Y7 – Global citizens Yr9 –British Values, Yr10 Respectful Relationships and Rights and Responsibilities</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. Student leading on objectives in the value groups</p> <p>Charity Week:</p> <p>Yr7 & Yr8 CP focus. Fundraising activities. Save the Children Ambassadors. Student led charity group leading on aspects of this week.</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'. Mock Bar trail for HPA students.</p> | <p>CP Curriculum:</p> <p>Yr9 British Values Yr7 Living a life of value, Yr8 – We need to talk about racism Yr7 Global Citizenship; All Years Charity Week and Diversity week</p> <p>Annual Year 10 MUNGA event with participation in County competitions.</p> <p>Yr 12 Extension Studies Curriculum: addressing matters arising in the global news.</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 'Is there a God? Week: Led by external speakers</p> <p>Whole school assemblies:</p> <p>Delivered by Christian, Hindu, Jewish, Muslim visitors to the school. Student led assemblies.</p> <p>Numerous local/foreign visits:</p> <p>World Challenge; Yr8 RS Mosque. Yr 8 Opal Coast, Yr 9 10 – Paris ad Grenada</p> <p>Actively engage minority groups into the school community through events such as Waddfest.</p> |

