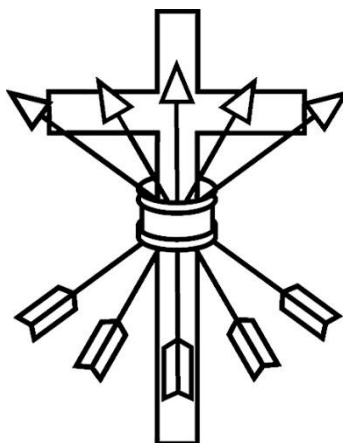


# WADDES DON CHURCH OF ENGLAND SCHOOL



## EQUALITIES AND DIVERSITY POLICY

<b>STATUS OF POLICY:</b>	<b>Statutory Policy</b>
<b>BASED ON LA PROCEDURE DATED:</b>	-
<b>COMMITTEE RESPONSIBLE:</b>	<b>Personnel</b>
<b>GOVERNING BODY APPROVAL:</b>	<b>Personnel – 22/02/17 /FGB – 15/03/17</b>
	<b>Action plan and self-assessment updated January 2018</b>
<b>REVIEW DATE:</b>	<b>January 2021</b>

# **EQUALITY AND DIVERSITY POLICY**

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## 1. The Equality Act 2010

The Equality Act 2010 replaced all previous equality legislation including the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act and made some further changes. It is intended to be a single source of discrimination law, covering all the types of discrimination that are unlawful. It replaced nine major acts of parliament and over 100 sets of regulations which had been introduced over several decades.

## 2. The Policy

This policy describes the way in which Waddesdon Church of England School will meet the requirements of the Equality Act 2010. The policy will be applied to all staff, governors, and students as well as any volunteers working in the school. The section relating to Admissions is included in the Admissions Policy.

## 3. School Vision Statement / Principles

### **School Vision Statement:**

Waddesdon Church of England School welcomes young people into a safe and secure community where students are encouraged to succeed according to their unique abilities. Standards and expectations are high and learning is developed through a wide range of engaging educational opportunities.

Our ethos is rooted and grounded in traditional Christian values which foster dignity and respect for all and compassion and sensitivity towards others. Self-confidence is nurtured through praise, encouragement, acknowledgement of success and celebration of achievement.

Our learning culture enables our students to fulfil their potential as responsible and productive citizens, to be keen lifelong learners and to be proud to claim they are part of the Waddesdon tradition, the 'Waddesdon Way'.

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.

**These high standards have been confirmed in inspections which have taken place.**

#### 4. Legislative Context

The Act makes clear that it is unlawful to discriminate by treating pupils less favourably because of what it describes as 'protective characteristics':

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Age
- 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 Anglican Church. 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.

#### 5. 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 racist incidents and ensure that appropriate action is 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 all who enter the school are aware of, and comply with, the Equalities and Diversity Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, 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 parents' involvement (i.e. work commitments, non-resident parents, and lone parents).

**All Staff** are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- The positive promotion of British Values
- Not discriminating on grounds of race, disability, socio-economic background or other equality issues;
- 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.

## **6. 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;
- Strengthen individual and collective skills to deal with change across time and space
- 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, disproportion and under/over representation.
- Foster social bonding (intra-group relations) and social bridging (inter-group relations) among pupils, workers, staff, parents, carers and families.
- Emphasise interconnectedness and interdependence of society members at local, regional, national and global levels.
- Facilitate balance between leadership and teamwork among pupils, staff, teachers and governors
- Challenge negative stereotypes and prejudices about leadership/membership to certain groups in relation to specific persons and groups.
- Challenge assumptions and expectations about specific lifestyles or identities of certain persons and groups.

## **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**

- 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 are covered in staff induction (evidence – see staff handbook, code of conduct and Graduate Teacher programme (GTP)/Newly Qualified Teacher (NQT) induction programme).
- All supply staff are made aware of equalities policies and practices through explanation of the ‘Waddesdon Way’ and expectations of behaviour.
- Facilitate training for staff, teachers, governors and head teachers on community cohesion.
- Monitor and guard against direct, indirect and institutional discrimination with regards to staff recruitment, training and retention. This will include ensuring applicants are not required to complete a health questionnaire unless the post has been offered

#### **V. Partnerships with parents/carers and communities**

- All parents/carers are encouraged to participate at all levels in the full life of the school.
- As part of the school’s commitment to equality and diversity, a group made up of members of the school community including pupils, staff and parents/carers, liaising with local community members is being developed to support the school with matters related to its equalities duties and the nature of the extended services that the school will offer.
- 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.

- We plan to increase consultation and engagement of community members to monitor and evaluate efficiency and fairness of extended services.
- 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.
- Promote understanding and recognition of interconnected groups to facilitate Common Assessment Framework
- Increase awareness amongst pupils, parents, and carers about social services at county, district, parish and neighbourhood level. (Assistant Head Pastoral, Special educational Needs Co-ordinator (SENCO))
- 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.

## **7. 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 targets, goals etc. from the policy and how this feeds into the School's Development Plan
- Clarity about who is responsible for each target or outcome
- Ensure that the action plan includes addressing Accessibility
- Ensuring targets and outcomes been shared with and developed in collaboration with the school staff and others

## **8. 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.

## **9. 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.

## **10. Complaints**

Complaints will be 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.

**WADDESDON CHURCH OF ENGLAND SCHOOL**  
**ACCESSIBILITY POLICY STATEMENT**  
January 2018

### **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 86,310ft<sup>2</sup> 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.
- **Disabled toilets** are installed in all blocks
- **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**

	<b>ISSUE</b>		<b>INTENDED OUTCOME</b>	<b>ACTION ACHIEVED BETWEEN 2015-18</b>	<b>ACTION (2018-19)</b>
	<b>The school has identified the following strategies that are specifically designed to address equality issues</b>	<b>What more can the school do to improve?</b>			
1.	<p><b>Eliminating discrimination, promoting equality and celebrating diversity</b></p> <p>(particularly in the light of the broadly mono-cultural nature (11-16) of the Waddesdon Church of England School)</p>	<p>Continue to celebrate diversity/equality and promoting positive attitudes towards people of different ethnic groups and religions through assembly schedule (e.g. Black History Week – parental suggestion; speakers from different Faiths; student-led assemblies)</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>Appropriate pictures on site</p>	<p>Schedule of assemblies shows range of people invited to speak from diverse ethnic and religious groups(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>All staff guided through PREVENT training</p>	<p>Continue and develop invitations to outside visitors from different groups to lead assembly, in particular from a range of faith groups.</p> <p>Continue to monitor and improve, using rare incidences of discrimination to remind school community of how the Waddesdon Way encompasses all and excludes none.</p> <p>Ensure potential extremism and extremist views are identified and combatted positively and proactively. Use of PREVENT training.</p>

	<b>ISSUE</b>		<b>INTENDED OUTCOME</b>	<b>ACTION ACHIEVED BETWEEN 2015-18</b>	<b>ACTION (2018-19)</b>
2.	<b>Preventing and dealing effectively with bullying and harassment</b>	Maintain awareness of pupils, parents and staff of the school's zero tolerance to all forms of bullying and harassment  Anti-bullying week	Students 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  Peer Mentoring programme introduced and successfully used to educate students in Years 7+8 predominantly about how to deal with bullying.  Incidents of bullying and student perception of bullying tracked with positive outcomes recorded	Maintain clear sanctions and restorative approaches should any bullying occur, reinforcing the messages in the anti-bullying leaflets.  Ensure all students know where to turn to for help should it be needed.  Update bullying policy and procedures, particularly in relation to on line bullying and harassment.
3.	<b>Listening to, engaging and acting on the views of pupils, staff, parents and others</b>	Development of student voice  Continue annual questionnaires to parents, staff and students  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	Student voice contributes positively to the school community  Feedback provides helpful information for improving and sustaining the positive community	Three successful student conferences at Horwood House, Stowe and Buckingham School; questionnaires continued; feedback taken at parents' evenings and acted upon: high levels of satisfaction  Student council has a good impact on school life, representing student views to teachers and bringing in improvements  Culture of openness and accountability. Whistle-blowing	Student Voice to remain high profile through culture and ethos.  On-going opportunities at Parents' Evenings to support parents and to listen to their views.

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-18	ACTION (2018-19)
				policy read and understood by all staff.	
4.	<b>Developing the Curriculum</b>	<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 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>	<p>Ensure curriculum experience reflects cultural diversity and respect for others and is appropriate to student need.</p> <p>Ensure that there is equal opportunities for access to the curriculum</p>	<p>Schemes of work established and reviewed yearly</p> <p>See schemes of work</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.</p> <p>Establishment of in-school Careers, Advice and Guidance service working closely with the Head of Sixth Form and Deputy Headteacher.</p>	<p>Continue to monitor curriculum against Community Cohesion Scheme and Equality Policy</p> <p>Ensure that all KS3 students understand the opportunities open to all for Triple Science and Computer Science.</p> <p>Provide greater access to the EBacc subjects for all students.</p> <p>Maintain high level of Information, Advice and Guidance, alongside other Curriculum offer, such as the Certificate of Personal Effectiveness, in particular ensuring that the Gatsby Benchmarks are understood and adhered to.</p>
5.	<b>Equalising opportunities</b>	Avoid putting parents under unnecessary	Policy is clear and practice is understood	Statutory requirements adopted, with clear information to students with Free School Meals	Implement and review curriculum costs

	<b>ISSUE</b>		<b>INTENDED OUTCOME</b>	<b>ACTION ACHIEVED BETWEEN 2015-18</b>	<b>ACTION (2018-19)</b>
	Recognising that some of the groups covered in this policy are likely to be economically disadvantaged	financial pressure by reviewing Charging Policy	and followed by all staff	School maps expenditure by parents over a longer period of time and ensure that there are ways to maintain fair access to the curriculum and other opportunities  Students eligible for Pupil Premium given equal opportunities	Ensure students who come from lower income families (Pupil Premium) are not disadvantaged by their situations through appropriate spending of additional monies
<b>6.</b>	<b>Informing and involving parents and carers, including under presented groups</b>  Recognising that some of the groups covered in this policy are more likely to find school intimidating, strange or inaccessible	Ensure that parents understand how well their child is progressing through review of reporting system (in light of Parental, Student and Staff feedback)  Series of information evenings calendared to support understanding of issues regarding: drugs, alcohol, computer safety, work	Reporting system is understood and valued by community  Parents attend evenings and feel they are beneficial	New report system successfully implemented; queries responded to and changes made in the light of them.  Information evenings incorporated within Parents' Evenings (drugs education; police liaison) and Presentation Evenings (safe use of the Internet)  Parents not attending parents' evenings are contacted.	Increased information given around Careers, Advice and Guidance  Reluctant families identified and contacted as required.
<b>7.</b>	<b>Welcoming new pupils and helping them to settle in effectively</b>	Implement induction programmes at traditional entry points and also mid year entry.	Students are confident about the support they can receive	Students trained and available; RIPPLE Day  Year 7 student voice through year group and Student Council  Year 7 to Year 6 paragraph writing	Continue to offer support via Peer Mentoring and Paragraph writing  Ripple Day and Ripple Evening – integral parts of the school year

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-18	ACTION (2018-19)
				Restorative Awareness supports transition.  Students' individual needs are met in consultation with parents.	New Uniform Process – “one stop shop” – all the same and easier to order
8.	<p><b>Addressing the full range of learning needs</b></p> <p>Recognising that some of the groups covered in this policy are more likely to under-achieve</p>	<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&amp;L policy, with resourcing to support different learning styles: whole school focus on differentiation</p> <p>Regular Year team meetings and intervention; progress of children in subgroups monitored: Pupil Premium, Children in Care, G+T/More Able, VMEGs</p>	Continue to monitor groups within SEN, CIC, Pupil Premium, G+T/More Able
9.	<p><b>Supporting learners with particular needs</b></p> <p>Recognising that some of the groups covered in this policy are more likely to have particular needs</p>	<p>Support students through 1-1 tutoring, especially students who enter school below expected levels in Year 7</p> <p>Regularly review student support, through EHCP review, if applicable.</p>	<p>Students increase in confidence and ability in English and Maths</p>	<p>Comprehensive 1-1 and small group programmes</p> <p>Tailored support programme put in place in accordance with student needs, in particular those with access needs.</p>	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
10.	<p><b>Making the school accessible to all</b></p>	<p>On-going analysis of access to meet the needs</p>	<p>Students' needs are met</p>	<p>Site improved in a number of areas (see VH)</p>	Ensure appropriate access arrangements are



	<b>ISSUE</b>		<b>INTENDED OUTCOME</b>	<b>ACTION ACHIEVED BETWEEN 2015-18</b>	<b>ACTION (2018-19)</b>
		of pupils, staff and others with physical disabilities		Governor audit of needs in relation to accessibility	in place for new students on entry to the school  Bid for funding to improve access to the central block and increased number of Access Toilet facilities.
<b>11.</b>	<b>Ensuring fair and equal treatment for staff and others</b>	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)	Regularly reviewed (as first column)
<b>13.</b>	<b>Monitoring and Evaluating the policy</b>  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 (April Beckerleg)  Report to parents and pupils through Waddesdon Voice to celebrate work of the Waddesdon community  Monitor and review practice	Governors are apprised of issues and community cohesion  Communication and celebration Improvements	Curriculum and Well-being Committee (annually)  See Waddesdon Voice  Action Plan and Community Cohesion Scheme reviewed yearly in light of action and new legislation.	Maintain cycle of review

	ISSUE		INTENDED OUTCOME	ACTION ACHIEVED BETWEEN 2015-18	ACTION (2018-19)
		Carry out impact assessments to evaluate practice			

**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
<b>THROUGH THEIR PROVISION OF SMSC, SCHOOLS SHOULD:</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Enable students to distinguish right from wrong and to respect the civil and criminal law of England</li> <li>Enable students to acquire a broad general knowledge of and respect for public institutions and services in England</li> <li>If schools teach about religious law, particular care should be taken to explore the relationship between state and religious law</li> </ul>	<ul style="list-style-type: none"> <li>Enable students to develop their self-knowledge, self-esteem and self-confidence</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</li> <li>Encourage respect for other people</li> </ul>
<b>KNOWLEDGE &amp; UNDERSTANDING EXPECTED OF PUPILS AS A RESULT OF SCHOOLS ACTIVE PROMOTION OF BRITISH VALUES:</b>	<ul style="list-style-type: none"> <li>Understanding of how citizens can influence decision making through the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>An understanding of the importance of identifying and combating discrimination</li> </ul>

<b>EXAMPLES OF ACTIONS A SCHOOL CAN TAKE:</b>	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.
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Based on DfE Non-Statutory Advice for Maintained Schools, November 2014/Obligations under Section 78 of the Education Act 2002 on SMSC

**'THE WADDESDON WAY' – DIGNITY AND RESPECT FOR ALL**

DEMOCRACY	RULE OF LAW	INDIVIDUAL LIBERTY	MUTUAL RESPECT & TOLERANCE OF THOSE WITH DIFFERENT FAITHS & BELIEFS
<p><b>CP Curriculum:</b></p> <p>Yr7 – How is our country run; Yr9 – Government.</p> <p><b>General Studies Curriculum:</b> How ready are you to exercise your democratic right? Do pressure groups play a useful role in our democracy? Should we vote? debate. EU debate.</p> <p>Yr13: Voter Registration Awareness Assembly 23<sup>rd</sup> Feb 2015</p> <p><b>History Curriculum:</b></p> <p>Yr7-King John &amp; Magna Carta Yr8 - Democracy vs dictatorship GCSE – Soviet &amp; Nazi Dictatorships</p> <p><b>Student Voice:</b></p> <p>Elected student council with representatives from each year – monthly meetings. Elected/ Appointed Heads of School – weekly meeting with Head of Sixth Form. Elected Sixth Form Council – student led weekly meetings.</p> <p><b>Mock General Election</b> planned for April/May 2015 for all Year Groups.</p> <p><b>Masterclass sessions:</b> Young People Effecting Change; Youth Parliament.</p>	<p><b>CP Curriculum:</b></p> <p>Yr8 – Crime &amp; Punishment; Yr9 Safety &amp; Well-Being.</p> <p><b>School Behaviour Ethos:</b></p> <p>Strong behaviour policy with consistent approach to sanctions with 'What sanctions when'. Restorative approach used when appropriate. Daily whole school and year group assemblies to reinforce key behaviour values.</p> <p><b>Restorative Approaches:</b></p> <p>Sixth Form students trained as mediators to help resolve conflicts amongst younger students.</p> <p><b>Police liaison officer:</b></p> <p>Regularly leads whole school and Sixth Form assemblies on: e-safety &amp; the law; personal safety; the law as an 18 year old. Works with small groups, individuals and parents as the need arises.</p> <p><b>Masterclass sessions:</b></p> <p>Probation Service's 'Difficult Dilemmas'; 'You are the sentencer'; Magistrates in the Community.</p> <p><b>Exploring future links with:</b></p> <p>Prison Fellowship on restorative justice.</p>	<p><b>CP Curriculum:</b></p> <p>Yr7 Citizenship &amp; me; Yr7 Understanding yourself; Yr7 Personal Well-Being; Yr10 Community Safety.</p> <p><b>General Studies Curriculum:</b></p> <p>Should our press be more tightly regulated? Do individuals have the right to privacy?</p> <p><b>Student led year group/whole school assemblies:</b></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><b>Community Service:</b></p> <p>All Year 12 students required to complete 1 hour of community service weekly, in school or local community</p> <p><b>Year 9 Masterclass Day 2014 on Community Values</b></p>	<p><b>CP Curriculum:</b></p> <p>Yr8 Global Issues; Yr10 Responsibilities, Rights &amp; Diversity.</p> <p><b>Annual Year 10 MUNGA event</b></p> <p><b>General Studies:</b> Stereotyping</p> <p><b>RS Curriculum:</b></p> <p>In curriculum Yrs7-11 e.g. Yr8 Islam project. GCSE exploration of moral and ethical issues from different religious perspectives. Yr8 Visit to Oxford Cathedral, Mosque and Synagogue.</p> <p><b>Whole school assemblies:</b></p> <p>Regularly delivered by Christian, Hindu, Muslim visitors to the school. Student led assemblies e.g. Year 13 assembly on being an informed global citizen by Arnoldis, whole school assembly led by Ikrah on challenging prejudice and ignorance surrounding Islam.</p> <p><b>Masterclass sessions:</b></p> <p>Experiences in Peacemaking; Aylesbury Mosque on the role of the Mosque in today's society; Slum children of Delhi, Arab/Israeli Conflict.</p> <p><b>Numerous foreign visits:</b> World Challenge, Global Leadership Trip to India, Auschwitz visit etc. with feedback assemblies.</p>