

This document sets out the school's equality and accessibility objectives and other information demonstrating how the school complies with its specific duties under the Public Sector Equality Duty, in particular with regard to sex, age, race, disability, religion or belief, sexual orientation (including marriage or civil partnership), gender reassignment, pregnancy or maternity and age. Equality Act, 2010

The four core equality aims of the school are:

1. Eliminate discrimination, victimisation, harassment and other conduct against staff, students and visitors to the school.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
4. Monitor the impact of the equality and diversity policy to determine its effectiveness; publish information to demonstrate this; prepare and publish equality objectives

Diversity Charter

Equality Objective 1: Eliminate discrimination, victimisation, harassment and other conduct against staff, students and visitors to the school

EO 1a. To review all school policies in the four year period and ensure that they comply with our equality, diversity and inclusion charter and expectations with reference to the Equalities Act 2010. In this process we will ensure that changes are embedded, staff, parents and students receive information, training and opportunities to contribute to the process.	Lead staff	Evidence base	Governor monitoring
<ol style="list-style-type: none"> 1. Leadership Team training on including Equalities priorities when reviewing policies for ratification at governors. 2. Staff and student working parties set up to review appropriate policies 3. Clerk to the governors monitors all policies are reviewed in a timely manner according to the guidance for schools and best practice. 4. Agendas and Minutes for all Governor committees will include reference to equalities priorities when reviewing policy updates. 5. Appropriate statutory policies will be published on the website. 6. Governor link for Equality and Diversity on Achievement committee and Finance committee for school visits, review activities and report back to each committee and Full Governors 7. Re-start parent forums post Covid-19 pandemic 	HT and DHT	Minutes of meetings Updated policies Gov Visit reports Website Leadership Team Drive Staff Drive Staff Working Parties Parent/Staff/Pupil Surveys	Full Governing Body

EO 1b To ensure annual training enables the school to achieve its objectives across all roles and responsibilities			
<ol style="list-style-type: none"> 1. Annual INSET Days will include a focus on SEND and training for staff on specific SEN and Disability strategies [see also PSED 2] 2. Staff training on prejudice, unconscious bias, dealing with racism 3. Staff training on gender and sexuality equalities 4. HR for staff involved in recruitment in relation to the Equalities Act and best practice [see also PSED 2] 	LT Staff Development	INSET Day Plans Twilight Plans Subject Meeting notes Training record of CPD for all staff HR training record	
EO 1c To ensure robust analysis provides accurate and reliable data for decision making and action on inequalities identified			
<ol style="list-style-type: none"> 1. Key stage leads will analyse year group data and report to the Leadership Team on key groups and the issues arising. 2. Achievement committee will review outcomes for key groups following each monitoring collection point 3. Heads of Department will monitor progress by key group after each assessment cycle 4. Teachers will use assessment data, including information gathered about key groups to plan and address gaps in learning. 	HOKS	Data sets and actions Ach Com Meeting minutes School development plan HOD and HOY reviews CLT/PLT minutes Tutorial, lesson and learning walk observations Student voice records	

Equality Objective 2: Advance equality of opportunity between people who share a protected characteristic and people who do not share it

EO 2a. To deliver further annual training to teachers on specific SEND strategies, EAL in the classroom and Quality First Teaching.	Lead staff	Evidence base	Governor monitoring
<ol style="list-style-type: none"> 1. Annual INSET planned for all staff on SEND strategies 2. CPD training in place for teachers in Quality First teaching via school twilight sessions and external training where appropriate 3. Inclusion team and external agencies e.g VI and HI specialists to support and train teachers on specific student need and adaptations 	LT	INSET planning CPD records External visits Observation records	
EO 2b. Actively promote SEND, EAL and other underrepresented pupils to take up extra curricular opportunities and where appropriate promote engagement for all with termly monitoring and action for key staff.			
<ol style="list-style-type: none"> 1. Inclusion team and link staff to SEND pupils to ensure all SEND students are coached and supported to attend enrichment activities. 2. On trips and visits ensure all SEND students are included and supported to attend in full 3. Monitor uptake and review actions with SENCO to focus support and intervention 4. Reinstate assessments of EAL students to better target support and inform teacher strategies 5. Reinstate EAL lessons for parents post Covid 19 pandemic 	SENCO	TA lists of key/linked students Trips and visits records Line management records EAL assessments shared with staff on baseline data EAL support in place Students voice Parent voice from EAL lessons	
EO 2c To continue to develop the access to the site at key points including the entrance to the school reception for pupils, parents/carers, staff and visitors to complete the planned works in response to identified needs from stakeholders.			
<ol style="list-style-type: none"> 1. The school will make reasonable adjustments to meet the needs of staff, students, parents, carers or visitors with impairments- such as use of communicators, lifts, appropriate meeting rooms, sound loops, hearing devices, large print, translators and interpretation for those who do not speak or read English. 	SENCO	Records of SENCO decisions for support and adjustments made Records of VI and HI AFC provision	

		Exam arrangements for special consideration	
EO 2d Engage with programmes targeting key groups for training in staff development, leadership and management so that staff underrepresented in middle and senior leadership are fully supported to grow their role in school.			
<ol style="list-style-type: none"> 1. Engage with WANDLE Teaching Hub to access NPQs, and leadership programmes targeted at underrepresented staff groups. 2. Ensure all staff have access to CPD at the highest level and are able to identify programmes that will best support their development 	LT Staff Dev lead	CPD training plan Mentors and professional support in place Staff progression for participants	

Equality Objective 3: Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

<i>The school will promote good relations between all people and groups, as follows:-</i>	Lead staff	Evidence base	Governor monitoring
<p>EO 3a To celebrate diversity in our school through a range of school activities and events. For example, we are focusing on religious festivals, national observance days, student led activities and assemblies, culture day and activity day events.</p> <p>EO 3b Waldegrave will provide a multi faith prayer room.</p>	<p>SMO</p> <p>LT</p>	<p>Diversity Charter</p> <p>Outside speakers</p> <p>Assemblies Rota</p> <p>Drop Down Days [Activity Days] Planning and feedback</p> <p>Observations and Staff Panels</p> <p>Diversity Working Party meeting records</p> <p>Parent Communication about prayer room</p> <p>Use of room [student voice]</p>	
<p>EO 3c To embed new schemes of work that have been developed to ensure an ambitious and inclusive curriculum for all.</p>	<p>LT</p> <p>HODs</p>	<p>KS3 Curriculum Map</p> <p>Exemplar Schemes of Work and lesson Plans</p> <p>Observations and Staff Panels</p> <p>Student Voice</p>	
<p>EO 3d To develop more effective mapping and sequencing of the PSHE, SMSC and pastoral curriculum so that students understand issues of equality, diversity and inclusion and are able to respect and value each other as well as having the skills and understanding to be positive, active citizens.</p>	<p>SMO and ETO</p>	<p>Updated PSHE [PDC] curriculum</p> <p>Student Voice</p> <p>Observations and Staff Panels</p> <p>Exemplar Work Samples</p> <p>SIP Visit</p> <p>Governor Visit</p>	

Equality Objective 4:

Monitor the impact of the equality and diversity policy to determine its effectiveness, publish information to demonstrate this; prepare and publish equality objectives

	Lead staff	Evidence base	Governor monitoring
Analysing the recording and reporting of prejudicial incidents to identify and address emerging trends, and also to ensure staff and students are confident reporting incidents	AIS/ADH	Termly reporting to AFC CPOMS Listen@ communications EDI Student Parliament Committee	Achievement
Preparing and publish equality objectives	ETO / ADH		Trustees
Publishing information to demonstrate how the school is complying with its PSED responsibilities	ETO / ADH		Trustees