

School Equality Scheme

2019 - 2021

Simon Balle All-through School

Contents

Introduction & status followed by:

1.	Vision and Values	Page 7
2:	School Context	Page 8
3:	Legal Background	Page 10
4:	Roles and Responsibilities and Publish Information	Page 12
5:	Stakeholder Consultation	Page 16
6:	Impact Assessment	Page 17
7:	Achievements to date	Page 18
8:	Our School's Equality Priorities and previous impact	Page 19

Introduction

This policy represents the response from the Governing Body and the school to meeting the Equality Act 2010. The policy sets out our practice and will have due regards for the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act
- b) Advance equality of opportunity for students, staff and others using the school facilities.
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This policy incorporates and therefore replaces previous public sector equality duties such as the school's Equal Opportunities Policy and Anti-Racism Policy. The policy encompasses the following protected characteristics:

- Disability
- Ethnicity and race
- Gender
- Age
- Gender identity and reassignment
- Pregnancy and maternity
- Religion and belief
- Sexual orientation

Our Single Equality Policy follows Hertfordshire County Council guidance on the actions that schools need to take to comply with equality and diversity legislation, and our definitions align with their guidance. It will be updated and reviewed annually.

Status

This policy was formally adopted by the governing body of Simon Balle All-through School. It is the intention of the governing body that it should be reviewed annually.

It accords with national legislation and the Equality policies of the LA. It is a general statement of the commitment to Equal Opportunities.

Aims

Simon Balle School recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equality policy where everyone is valued equally.

•We will promote the concept of equality of opportunity throughout the school, both for those adults within the community of the school and for all students.

•We seek to develop an understanding of, and promotion of, human equality and equal opportunities.

•We will promote good relations between members of different racial, cultural and religious groups, communities and those with different physical appearance, language, socio-economic backgrounds, gender or disability.

We will enable students to take responsibility for their behaviour and relationships with others.

The Legal Background

The main statutory provisions covering discrimination are the following: Equality Act 2010 – this replaces the following:

Equal Pay Act 1970 Sex Discrimination Act 1975 (amended 2003/ 2007) - in relation to Gender Equality

Race Relations Act 1976 (amended 2000) Race Relations Act 1976 (General Statutory Duty: Code of Practice) Regulations 2002

The Employment Equality (Religion and Belief) Regulations 2006

The Employment Equality (Sexual Orientation) Regulations 2007

The Employment Equality (Age) Regulations 2006
Disability Discrimination Act 2005 (including reference to Special Educational Needs)
Also relevant are: Employment Rights Act 1996
Equal Pay (Amendment) Regulations 1983 Human Rights Act 1998
Employment Relations Act 1999
Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

The Statutory Code of Practice on the Duty to Promote Race Equality

The School's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998.

Responsibilities

The governing body will monitor and review the working of the policy and procedures by allocation of duties to committees of the governing body.

The Headteacher has responsibility for the equality policy and for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by staff, students and parents / carers.

The Headteacher must also present general reports, statistics and incident reports to the Governing Body and its committees as agreed.

The Deputy Headteacher responsible for the curriculum is responsible for ensuring equal opportunities in the curriculum.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the appropriate senior member of staff.

Employment of Staff

Appointments

Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of gender, race, religion, disability or age.

- Application forms for jobs will include a question about equal opportunities - or interview questions will do so, for example, how will the applicant contribute to the policy?
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment.
- Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.
- The school will make and keep information about the sex, ethnic background or disability of candidates for appointments, and actual appointments, and inform the governing body's Personnel Committee on a termly basis, or whenever the governors request the figures.

Staff Development

- All employees have equal chances of training, career development and promotion.
- All recruits to the school will be offered induction training which will include a reference to the organisation's equality policy.
- Staff development opportunities will be monitored and figures presented to the governors annually, or more often if requested by the governing body. All staff, and in particular those concerned with selection and promotion, are given equality awareness training.
- People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Students

- Students have equal access to the National Curriculum programmes of study (unless disapplied) throughout each Key Stage, and non-compulsory courses, according to aptitude and ability.
- The school is committed to full educational inclusion (see SEN policy).

- The Deputy Headteacher will make and record figures on take-up of courses, which will be presented to the Headteacher annually, or more often if requested. The Headteacher will keep the governors informed.
- Annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability.
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.
- School and department improvement plans will act to improve student learning according to this analysis.
- School rules and the Behaviour Code for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability.

Racist or Homophobic Bullying

- All staff have a legal duty not to bully or otherwise harass other adults in the school.
- Where staff come across incidents involving racist, sexist or homophobic bullying they must report these to the appropriate senior member of staff.
- The Personnel Committee of the Governing Body monitors at least once per term any incidents and actions taken, of racist or homophobic bullying.
- All incidents of racist or homophobic bullying amongst students will be taken seriously, and must be dealt with appropriately and reported to the appropriate senior member of staff. These will be logged and reported to Governors upon request.
- This overall Equality Policy pays due attention to legislative guidelines outlined in the Hertfordshire LA document entitled School Equality Scheme (Spring 2012).

Administration

- Venues for meetings will take account of the needs of all participants.
- Venues for teaching and learning will take into account the particular needs of the learners and teachers/learning support assistants.

Documents

- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers.
- Access to documentation will include alternative formats such as tape, disk, large print and languages other than English, where translation is available, if spoken or read at home (as and when required).

Reports to the Police

Incidents that involve racist elements which need to be reported to the police will be done so via the school's Police Community Support Officer.

Monitoring and Review

This policy will be annually reviewed (or more often if necessary), and improved and developed as appropriate within the Governors policy review schedule (see also Disability Equality Policy/Scheme, Racial Equality Policy, Pay Policy, Performance Appraisal Policy).

Gender / Sexual Orientation / Religion and Belief

This overall Equality Policy pays due attention to legislative guidelines outlined in the Hertfordshire LA document entitled School Equality Scheme (Spring 201

SIMON BALLE ALL-THROUGH SCHOOL POLICY STATEMENT

Simon Balle All-through School will work towards equality of opportunity for all. We will not discriminate on grounds of:

Nationality or national origins
Responsibility for dependents
Unrelated criminal conviction

We will endeavour to eliminate racism, sexism and all forms of discrimination, recognising that this not only requires a commitment to remove discrimination but action through positive policies to redress the inequalities produced by past discrimination.

The policy is for everyone at the school and its aim is to ensure fair and equal treatment for all

Simon Balle All-through School will ensure that:

- All members of staff see the school as a welcoming and safe place in which to work.
 - All vacancies are advertised internally.
 - Policies and practices are introduced to better reflect the needs of under-represented groups, for example in relation to the care of dependants.
 - All staff development and training policies give fair and equitable attention to the needs of under-represented groups.
 - The school will continue to make further efforts to ensure that its recruitment and selection procedures lead to the appointment of the best person for the job.
- Continuing to take determined action to ensure that employees are protected from harassment

1: Vision and Values

Our equality vision and the values that underpin school life

The Simon Balle Student will have had a dynamic educational experience. They will have achieved the highest possible grades and will be able to go out into the globally competitive world with the skills, attributes and behaviours equipped for the twenty-first century.

Our students will be motivated to achieve their very best, be resourceful and resilient, able to accept others for who they are. They will be contented people, creative in their thinking, respectful and responsible in their actions.

Simon Balle students will have discovered what they find interesting and be passionate about their learning. They will possess confidence and have a sense of self worth, being empowered to make decisions and to self improve.

Simon Balle All-through School has a unique ethos, which is highly visible to everyone who knows our school. Our ethos is shaped by both our beliefs and our purpose for education.

We believe that:

- Education is a key driver to ensure that all human beings flourish so that they can become happy, successful people who live well together as part of a community
- Each individual is valued for who they are and what they bring. Everyone will be treated fairly and with dignity
- Mindset and intelligence are not fixed and we have the highest aspirations for all

We believe that it is our purpose to ensure we are education “tomorrow’s citizens today” and as such they need:

- Knowledge, skills and wisdom to achieve well and make wise choices
- Hope and to be aspirational
- In a diverse world, be able to work well with a range of people and live in happy communities
- Treat others and treat themselves with dignity and respect

These precepts will govern all our decisions and actions. We have a clear set of values that underpin this ethos and a vision for all our young people to aspire to.

2: School Context

The characteristics of our school

A brief description of our school and its community setting

We believe that everyone has something special that they bring to our school and that each individual should be welcomed and valued for this. Therefore we encourage all students to be themselves but to have high aspirations and respect others. As an inclusive school, we believe that intelligence is not fixed and that the growth mindset, whereby everyone can achieve their very best, should be actively promoted throughout our actions.

Students at Simon Balle School mainly come from the local Hertford area, drawing heavily from 6 main feeder schools. Parents are predominantly educated and from the public sector. Trends in KS2 and KS3 results over the last few years have meant that our curriculum has been more traditional rather than vocational suiting the needs of our higher achieving students. We have, however, looked to adapt the provision particularly at KS4 and 5 and introduced vocational courses as options for students.

Characteristic	Total	Breakdown (number and %)	
Number of students	1501	Number 716 and 48% Female Number 785 and 52% Male	
Number of staff & Invigilators	192	71% Female 29% Male	
Number of governors	20	55% Female 45% Male	
Attainment on entry		Key Stage 2 attainment on entry	
		Year	Average attainment on entry
		Year 11	30.2
		Year 10	29.3
		Year 9	CATS Ave = 102.6
		Year 8	Secondary ready – standardised score 100 or more =78%
		Year 7	Secondary ready – standardised score 100 or more =76%
Mobility of school population		Bus - 3 Car Share - 11 Car / Van – 313 Cycle - 5 Dedicated school bus - 4 Public bus service – 68 Taxi- 1 Train - 28 Walk – 100 Blank - 72	
Students eligible for FME		75	

Deprivation factor		
Disabled staff		6
Disabled students (SEN/LDD)		Show with statements/SEN cohort
Disabled students (no SEN)		EHC Plan – 13 SEN Support - 107
BME students		Any other Asian background - 2 Any other Black background – 4 Any other ethnic group- 1 Any other mixed background- 23 Bangladeshi - 0 Black – African - 22 Black Caribbean - 3 Chinese - 8 Indian - 7 Italian - 3 Pakistani - 0 Refused -6 White British- Rest White Irish - 7 White and Asian -31 White and Black African - 7 White and Black Caribbean- 27 White Other- 73 Turkish – 2 Gypsy/Roma - 1 Turkish/Cypriot – 2
BME staff		Black or black British – 2 Mixed White/Black Caribbean – 3 Black British African - 1 White Irish – 2 White, any other white background – 4 Mixed – any other mixed background – 2 Any other ethnic - 2 White British – Rest
Students who speak English as an additional language		53
Average attendance rate		96%
Significant partnerships, extended provision, etc.		SSAT.
Awards, accreditations, specialist status		Former Humanities Specialist School Careers Education & Guidance Award

3: Legal Background

The duties that underpin our scheme

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

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- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

Principle 2: We recognise and respect difference.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

Principle 6: We consult and involve widely.

Principle 7: Society as a whole should benefit.

Principle 8: We base our policies and practices on sound advice.

Principle 9: Measurable objectives.

In addition, we keep each curriculum subject or area under review to ensure that teaching and learning reflect the principles set out above. We ensure that the principles above apply to the full range of our policies and practices.

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above. The school's Behaviour and Anti-Bullying policies are reviewed regularly, involving all stakeholders.

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents/carers.

The Specific Duties of the Act enable schools to meet their obligations under the Public Sector Equality Duty (PSED)

The specific duties require schools to:

- *Publish annually information quantitative and qualitative, showing compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*
- *To set every four years one or more specific measurable equality objectives that further the aims of the equality duty.*

Disability

At Simon Balle School we implement accessibility plans which are aimed at:

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled students.

Provision for disabled students is closely linked with the existing provisions for students with special educational needs.

These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

4: Roles and Responsibilities and Published Information

Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Headteacher (Alison Saunders) retains overall responsibility for ensuring that the action plan is delivered effectively.

Every 12 months, managers and key staff will report to the Headteacher on actions and progress.

Every 12 months there will be a report on equality and diversity to the Governors meeting.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Single equality scheme	Mike Moss (Deputy Head Teacher)
Disability equality (including bullying incidents)	All Senior Leadership Team
SEN (including bullying incidents)	All Senior Leadership Team
Accessibility	Madeleine Harman (School Manager) & Michael Tweed (Site Manager)
Gender equality (including bullying incidents)	All Senior Leadership Team
Race equality (including racist incidents)	All Senior Leadership Team
Equality and diversity in pupil achievement	All Senior Leadership Team
Equality and diversity – behaviour and exclusions	Mike Moss (Deputy Head teacher)
Participation in all aspects of school life	All Stakeholders
Impact assessment	Mike Moss (Deputy Head Teacher) & Ian Finch (Assistant Headteacher)
Stakeholder consultation	Ian Finch (Assistant Headteacher)
Policy review	Mike Moss (Deputy Head Teacher) & Ian Finch (Assistant Headteacher)
Communication and publishing	Nick Goodwin (Edutech)

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually. Following this regular impact assessment, the whole equality scheme will be reviewed at least every two/three years.

At the following times during the academic year, actions will occur:

By end of the Autumn Term - review immediate actions

By end of the Spring Term - review with selected governors

In May – Discussed at the full governing body meeting.

Publish Information

At Simon Balle School we will publish information annually through relevant policies.

Where will equality information be published?

At Simon Balle equality information will be available on the school website through school policies and reviewed annually.

Commitment to action

Governors will:

- | | |
|-----------------------|---|
| Policy Development | • Provide leadership and drive for the development and regular review of the school's equality and other policies |
| Policy Implementation | • Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies |
| | • Highlight good practice and promote it throughout the school and wider community |
| Behaviour | • Provide appropriate role models for all managers, staff and pupils |
| | • Congratulate examples of good practice from the school and among individual managers, staff and pupils |
| | • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents |
| Public Sector Duties | • Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority) |

Headteachers and senior staff will:

- | | |
|-----------------------|---|
| Policy Development | • Initiate and oversee the development and regular review of equality policies and procedures |
| | • Consult pupils, staff and stakeholders in the development and review of the policies |
| Policy Implementation | • Ensure the effective communication of the policies to all pupils, staff and stakeholders |
| | • Ensure that managers and staff are trained as necessary to carry out the policies |
| | • Oversee the effective implementation of the policies |
| | • Hold line managers accountable for effective policy implementation |
-

Behaviour	<ul style="list-style-type: none"> • Provide appropriate role models for all managers, staff and pupils
Public Sector	<ul style="list-style-type: none"> • Highlight good practice from departments, individual managers, staff and pupils
Duties	<ul style="list-style-type: none"> • Provide mechanisms for the sharing of good practice • Ensure a consistent response to incidents, e.g. bullying cases and racist incidents • Ensure that the school carries out its statutory duties effectively

Line managers will:

Policy	<ul style="list-style-type: none"> • Respond to consultation requests by creating opportunities for pupils and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
Development	
Policy	<ul style="list-style-type: none"> • Implement the school's equality scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
Implementation	<ul style="list-style-type: none"> • Be accountable for the behaviour of the staff team, individual members of staff and pupils • Use informal and formal procedures as necessary to deal with 'difficult' situations
Behaviour	<ul style="list-style-type: none"> • Behave in accordance with the school's policies, leading by example • Respond appropriately to the behaviour of pupils and staff, as a whole, and individuals (praising/challenging as necessary)
Public Sector	<ul style="list-style-type: none"> • Contribute to managing the implementation of the school's equality scheme
Duties	

All staff: teaching and non-teaching will:

Policy	<ul style="list-style-type: none"> • Contribute to consultations
Development	<ul style="list-style-type: none"> • Raise issues with line managers which could contribute to policy review and development
Policy	<ul style="list-style-type: none"> • Maintain awareness of the school's current equality policy and procedures
Implementation	<ul style="list-style-type: none"> • Implement the policy as it applies to staff and pupils
Behaviour	<ul style="list-style-type: none"> • Behave with respect and fairness to all colleagues and pupils, carrying out the letter and spirit of the school's equality scheme • Provide a consistent response to incidents, e.g. bullying cases and racist incidents
Public Sector	<ul style="list-style-type: none"> • Contribute to the implementation of the school's equality scheme
Duties	

All Students/students will:

- Feel empowered and listened to across the school.

All Parents/carers will:

- Contribute to consultations and reviews
- Maintain awareness of the school's current equality policy and procedures

In October 2019, Parents were asked to complete a short questionnaire to ask their views on what principle needs of the Equality Act 2010, should be focussed on during the academic years 2019-2021

The top result has helped formulate target 1 for 2019/21 and be reviewed in September 2021.

The second most favourable response has formulated target 3 for 2019/21 and will be reviewed in September 2021

5:Stakeholder Consultation

Involving our learners, parents/carers and others

Engagement – Participation and Involvement

'We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities....'

When deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, students, staff – and if necessary with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

How information is gathered

- Differences in outcomes at the end of key stages, identified by data
- Evidence of underachievement is identified through data and school reports
- Analysis of exclusion and behaviour data
- Regular monitoring of attendance data, with Attendance Improvement Officer
- Levels of participation in school activities, via form tutors
- Focused lesson observations
- Feedback from parental questionnaires/surveys
- Feedback from students via School Congress, department questionnaires and focus groups
- Governing Body, including Committees
- Focus groups – involving parents/carers, students and teachers
- Departmental and themed audits
- Information provided at statement reviews, Personal Support Programme, Personal Education Plan and other similar meetings
- Staff exit questionnaires
- Performance Management meetings

- Staff meetings

How the impact of the Single Equality Scheme will be evaluated

- Attainment and progress by subject using assessment data, both national and school
- The impact of Curriculum Support and other structured interventions
- Fixed term exclusion rates
- Attendance data, numbers of persistent absentees
- Careers advice (Connexions), Y9 and Y11 option choices, work experience placements
- Numbers of students receiving Free School Meals and Bursary numbers at Key Stage 5
- Bullying and racist incident data and details
- Complaints
- Participation in School Congress, extra-curricular activities and educational visits
- Involvement of parents and carers
- Evidence of community cohesion

Key priorities will be identified and will feature in the School Improvement Plan, which will be reviewed annually.

6: Impact Assessment

Evaluating the impact in terms of the outcomes

Impact assessment statement

All school policies are equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan. A full report of outcomes will be sent to the governors via the review form on the policy

The aim of the impact assessment is to:

- anticipate any possible adverse impacts of the school's policies, procedures and activities
- amend the school's policies and procedures to resolve them
- identify possible gaps and areas for improvement
- identify positive outcomes in order to build on them

The seven principles for the completion of equality impact assessments are considered.

These are:

1. All learners are of equal value
2. Relevant differences should be recognised
3. Workforce development should benefit all members of the workforce
4. Positive attitudes and relationships should be fostered
5. Society as a whole should benefit
6. Current inequalities and barriers should be addressed and reduced
7. Policy development should involve widespread consultation and involvement

(Extract from the *DCSF Equality Impact Assessments – a workbook*)

7: Achievements to date and assessment of targets

Over the past three years:

- All policies are reviewed using the nine principles.
- Ongoing staff training – Child protection, safeguarding, e-safety and prevent training.
- Anti-bullying, Rewards and Homework policy reviewed involving students, parents and staff.
- Students have more involvement in lessons: focus on independent learning, particularly in Sixth Form lessons. Positive feedback from students and staff
- Assemblies & Lesson 5 focusing on equality issues
- Protective behaviours introduced into Y7 transition programme
- Site developments: improved access and adaptations in place for visually impaired students.
- Data tracking systems (Go4Schools) for whole school and within departments are improved, to monitor and take action for identified/vulnerable/Pupil Premium students. Data available for each reporting cycle, discussions at senior and middle leadership level. Reflected in Improvement Plans and appraisal targets. All targets are aspirational and set irrespective of ability or disability.
- Close academic monitoring of key vulnerable groups reflected by the good outcomes.
- Student Parliament reflecting student needs and opinions.
- Behavioural policy review – including sanctions and policies based on negative behaviour based on racism and homophobia.
- Assembly by students on LGBT to all year groups.
- Students also had assemblies on bullying and stereotyping.
- New inclusion framework introduced to the school raising accountability of teaching staff for students with SEND
- Staff Well-Being INSET delivered. Well-Being working party in place to achieve the Healthy School Award.
- Y9 students receiving anti-bullying and protective behaviour workshops
- Student with Cerebral Palsy providing INSET to staff about his disability
- Personalised transition programmes reflecting student needs.
- Lift training for staff to assist accessibility for certain students
- Values Education added to EYFS and KS1
- Parental involvement through EYFS under the scheme of ‘Satur-dads’
- The introduction of an exclusive, peaceful school area called ‘The Courtyard’.
- Assemblies led by key staff on current issues of concern
- Values lessons being taught in Y7
- SENCo leading assemblies on particular SEN needs of students

Priority Issue and Objective	Diversity strand	Background	Review / Impact assessment
1 Ensure successful transition of CLA students and ensure academic progress	PP+	<ul style="list-style-type: none"> ● Raise the profile of CLA in school ● Raise the outcomes and value added of CLA students ● Close relationships with outside providers and interventions. 	<ul style="list-style-type: none"> - Core groups meeting show excellent social and academic progress has been made over the course of the year. - EPEP – All moderated as Green by Virtual School. - External review by county – school given highest mark. - Reports to governing body show academically CLA students in line with targets. - On transition those with behaviour issues have made excellent progress (behaviour statistics, carer and social worker feedback, formal reviews). Inset on their needs given to all staff. - All EPEP targets sent to all staff and reviewed periodically. - All CLA students choosing GCSE's given priority, 1:1 guidance with SLT and Connexions.
2 Ensure staff are able to meet the needs of all students.	SEND	<ul style="list-style-type: none"> ● Educate staff on the range of diverse needs of students in the school and how best to teach them ● Staff workshops ● Improve outcomes to target grades ● Earlier intervention on students with learning needs ● Appoint and engage new specialist governor from Jan 2017 	<ul style="list-style-type: none"> - Staff received inset in a twilight session on autism, CLA children, dyslexia and dyscalculia – feedback in staff evaluation was positive - SENCO emails top tips and strategies to staff fortnightly. - Sound Training supporting literacy needs. - SEND audit carried out and resulting action plan - New SEND governor appointed - New student starting in Sept 2019 – training in previous summer term and follow up in new term.
3 To educate all students on the learning experiences of particular students with SEND.	SEND	<ul style="list-style-type: none"> ● Assemblies led by HOY on particular SEND needs ● Focus on Dyslexia/Dyscalculia/Autism led by SENCo as emergent student needs ● Use of student voice to review and implement 	<ul style="list-style-type: none"> ● Assemblies done to all years by SENCo. ● Specialist agencies in to speak to students regarding visual impairment. ● Staff received inset in a twilight session on autism, CLA children, dyslexia and dyscalculia – feedback in staff evaluation was positive

			<ul style="list-style-type: none"> ● SENCO emails top tips and strategies to staff fortnightly. ● Student voice on SEND via EHCP and K code students – positive and issues actioned.
4	EYFS gap in gender in terms of achievement and outcomes.	Gender	<ul style="list-style-type: none"> ● EYFS – New learning environment to engage boys. ● Physical literacy to tackle boys' engagement with writing. ● Monitoring systems – targets and feedback specific and personalised to each individual. ● Intervention to diminish the gap between girls and boys. <ul style="list-style-type: none"> ● Assessment more robust with direct 'what next' opportunities for all students regularly reviewed ● External validation by Herts LA showed that all teacher assessments were accurate ● Outcomes for EYFS +10% GLD overall. ● Diminished gap in mostly all areas <p>2018</p> <ul style="list-style-type: none"> ● <u>Communication and Language</u> 86% boys, 90% boys ● <u>Physical Development</u> 79% boys, 93% girls ● <u>Personal, Social and Emotional Development</u> 90% boys, 94% girls ● <u>Literacy</u> 76% boys, 90% girls ● <u>Maths</u> 83% boys, 90% girls <p>2019</p> <p>EY Attainment and Progress</p> <ul style="list-style-type: none"> ● 71.7% of pupils have achieved a good level of development (GLD). This is exactly in line with the national average for 2019. ● 64.0% of girls and 77.1% of boys achieved a GLD. It is to be noted that nationally, and in previous cohorts at Simon Balle, it is the boys who often attain at a lower level. More boys than girls exceeded expectations in almost every area of learning.

2017-2019

Priority Issue/Objective	Diversity Strand	Task	Who?	Review	Impact/Update
1. To monitor and promote the extra- curricular activities of the vulnerable groups.	All	<ul style="list-style-type: none"> - Staff to track enrichment registers to identify any groups not adequately represented eg FSM. - To promote activities to vulnerable groups. 	All staff	October 2019	<ul style="list-style-type: none"> • Overall 53% of PP students were involved in an activity • The number for non-PP students was 67% • After school club set up for targeted students. • Bespoke chess activities for student with Autism • Sixth form tutoring programme aimed at vulnerable students. • Inclusive programme of extracurricular clubs during lunch and after school
2. To promote staff awareness of the travelling community	Ethnicity	<ul style="list-style-type: none"> - County advisor to present to staff on travelling issues and how best to support them in education. - HOY / HOD to track academic progress through termly reporting. 	All staff	October 2018	<ul style="list-style-type: none"> • County advisor deliver session to all staff to raise awareness and profile. • Increase priority for intervention under PP umbrella • Academic data tracked: Y10 traveller vs y10 non travellers (difference of -0.46 average residual) • Y9 traveller vs y9 non travellers (difference of - 0.08 average residual) • 2019 – Year 11 -0.5, attainment 8 score 5.3. • Year 10 – forecast grade of +1
3. To educate all students on gender equality	Gender	<ul style="list-style-type: none"> • HoY to lead assemblies on gender equality • Learning for Life session to incorporate current issues on gender inequality. • To ensure careers education promotes gender equality and challenges stereotypes. 	MM/IF/PSHE lead/HoY	October 2019	<ul style="list-style-type: none"> • KS3 PSHE programme now includes differences/diversity unit and sexuality.

		<ul style="list-style-type: none"> Academic data, behaviour and rewards to be tracked and patterns identified in regard to gender. 			<ul style="list-style-type: none"> Target can roll over to next policy in support of parental voice and further educate across all Key Phases
4. To reduce the gender gap in Primary Phase in terms of achievement and outcomes in writing	Gender	<ul style="list-style-type: none"> Physical literacy to tackle boys' engagement with writing. Monitoring systems – targets and feedback specific and personalised to each individual. Intervention to diminish the gap between girls and boys. Learning Leaders to be initiated 	RK	October 2019	<ul style="list-style-type: none"> Gap reduced last year in year 2 by 8% from the previous year. Gap continues to exist both on entry and exit to EYFS. Talk 4 Writing has been introduced. Physical Literacy is used to engage boys. Choice of texts used in English are selected based on the interests of learners, particularly boys. Learning Leaders have been introduced and have been used to gather pupil voice in writing- all boys have a positive attitude to learning. 2019 – Key Stage 1 – 85% GD (up from 72% last year) GD 31%. This is all well above national average. EY TO ks1 - Writing: 91.7% (55/60) of pupils have made good progress from EY to KS1. 15.0% (9/60) of pupils have made accelerated progress (8 progressing from an age-expected level in EY to GD by the end of KS1)

8: Action Plan – Making progress on equality issues – Some targets adapted over two years to maximise impact

Priority Issue/Objective	Diversity Strand	Task	Who?	Review	Impact/Update
1. To educate students, teachers and support staff about the challenges faced by visually impaired students and how to overcome them	SEND	<ul style="list-style-type: none"> • Site manager to ensure site is safe for VI students • Regularly contact with VI team • VI team to lead student assemblies • VI team to lead staff meeting to middle leaders regarding resources and braille. • INSET session by VI team to all staff • Employment of VI trained support assistant. • Equip staff room with braille machinery • Extracurricular involvement monitored • HODs/HOY to track academic data 	All staff	October 2021	
2. To coordinate a whole school strategy around specific vulnerable students	All	<ul style="list-style-type: none"> • Monthly meeting with appropriate staff • Termly impact report and ongoing monitoring – guiding as appropriate • Named contact person • Guidance disseminated regularly to staff • Strong links cemented with outdoor agencies 	All staff	October 2021	
3. To educate all students on gender equality across all key phases	Gender	<ul style="list-style-type: none"> • HoY to lead assemblies on gender equality • Learning for Life session to incorporate current issues on gender inequality. • To ensure careers education promotes gender equality and challenges stereotypes. • Academic data, behaviour and rewards to be tracked and patterns identified in regard to gender. • Primary phase include within PSHE programme 	CY / HoY / SP / SEM	October 2021	
4. To promote key equality items through termly themed community weeks	All	<ul style="list-style-type: none"> • Themes mapped out across the year in line with national campaigns • Assemblies to raise awareness • National 'days' to provide opportunity of thought e.g. Odd socks day. • Key charitable agencies involved when appropriate • Education through LfL sessions • Implementation of new SRE policy 	CY/ HoY/ IF	October 2021	