

Simon Balle All-through School

Creating Tomorrow's Citizens Today



Equality information and objectives statement

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| Committee Responsible: | Personnel |

Contents

| | |
|--|----------|
| Vision and Values | Page 3 |
| Our School Community / Context | Page 3+4 |
| Aims | Page 5 |
| Legislature and Guidance | Page 6 |
| Roles and Responsibilities | Page 6 |
| Eliminate Discrimination | Page 7 |
| Advancing Equality of Opportunity | Page 7 |
| Fostering Good Relations | Page 8 |
| Equality Considerations in Decision Making | Page 8 |
| Equality Objectives | Page 8-9 |
| Training | Page 9 |
| Publish Information | Page 9 |
| Monitoring Arrangements | Page 9 |
| Links with Other Policies | Page 10 |

Our Vision and Values

The Simon Balle All-through 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 educating “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.

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.

Our youngest children enter Reception often having already been at our partner Nursery (Busy Lizzies). They are therefore familiar with the site. The school community is local, with few children successfully obtaining a place outside of the immediate area. We are a highly oversubscribed 2-form entry primary school, which has a long waiting list. These students get automatic access to the secondary phase, as it is one school, and thus no need to reapply. As an inclusive school and one rated outstanding, we get many applications from parents of children with SEND needs.

After siblings and our own students, we draw heavily from 6 main feeder schools. We have very high academic expectations and follow a fairly traditional curriculum which is planned to meet the needs of an all through school. We have, however, looked to adapt the provision particularly at KS4 and 5 and introduced vocational courses as options for students.

School Context

The characteristics of our school

| Characteristic | Total | Breakdown (number and %) | | | | | | | | | | | | |
|--------------------------------|---|---|------|-----------------------------|---------|--|---------|------|--------|------------------|--------|---|--------|---|
| Number of students | 1567 | Number 767 and 49% Female Number 800 and 51% Male | | | | | | | | | | | | |
| Number of staff & Invigilators | 230 | 73% Female 27% Male | | | | | | | | | | | | |
| Number of governors | 20 | 55% Female 45% Male | | | | | | | | | | | | |
| Attainment on entry | 60-62 | <p>Early Years Attainment on entry to EY is often in line with national averages in prime areas of learning (personal, social, emotional development (PSED); physical development (PD) and communication and language (CL)). In the specific areas of literacy and mathematics, approximately 60 - 70% begin below age-related expectations requiring first quality teaching and intervention to accelerate progress.</p> | | | | | | | | | | | | |
| | | <p>Key Stage 2 attainment on entry</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Year</th> <th style="width: 50%;">Average attainment on entry</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td></td> </tr> <tr> <td>Year 10</td> <td style="text-align: center;">29.3</td> </tr> <tr> <td>Year 9</td> <td style="text-align: center;">CATS Ave = 102.6</td> </tr> <tr> <td>Year 8</td> <td style="text-align: center;">Secondary ready – standardised score 100 or more =78%</td> </tr> <tr> <td>Year 7</td> <td style="text-align: center;">Secondary ready – standardised score 100 or more =76%</td> </tr> </tbody> </table> | Year | Average attainment on entry | Year 11 | | 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% |
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| Year 7 | Secondary ready – standardised score 100 or more =76% | | | | | | | | | | | | | |
| Mobility of school population | | Bus - 3 Car Share - 11 Car / Van – 229 Cycle - 2 | | | | | | | | | | | | |

| | | |
|--|--|---|
| | | Dedicated school bus - 0 Public bus service – 27 Taxi- 0 Train - 12 Walk – 745 Blank - 488 |
| Students eligible for FME | | 143 |
| Deprivation factor | | |
| Disabled staff | | 7 |
| Disabled students (SEN/LDD) | | Show with statements/SEN cohort |
| Disabled students (no SEN) | | EHC Plan – 52 SEN Support - 150 |
| BME students | | Any other Asian background - 5 Any other Black background – 1 Any other ethnic group- 2 Any other mixed background- 30 Bangladeshi - 0 Black – African - 16 Black Caribbean - 6 Chinese - 7 Indian - 11 Italian - 5 Pakistani - 4 Refused -5 White British- Rest White Irish - 6 White and Asian -35 White and Black African - 7 White and Black Caribbean- 27 White Other- 82 Turkish – 3 Gypsy/Roma - 0 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 | | 85 |
| Average attendance rate | | 96.5% |
| Significant partnerships, extended provision, etc. | | |
| Awards, accreditations, | | Former Humanities Specialist School Careers Education & Guidance Award |

Aims of Equality Policy

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- We seek to develop an understanding of, and promotion of, human equality and equal opportunities.
- We will enable students to take responsibility for their behaviour and relationships with others.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it. Protected characteristics under the Equality Act 2010 are:
 - age;
 - disability;
 - gender reassignment;
 - marriage and civil partnership;
 - pregnancy and maternity;
 - race;
 - religion or belief;
 - sex;
 - sexual orientation.

Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education [DfE](#) guidance:

Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated every 4 years.
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

- Meet with the designated member of staff for equality (Adam Quirke, link governor Louise Archer), and other relevant staff members, to discuss any issues and how these are being addressed.
- Highlight good practice and promote it throughout the school and wider community.
- Ensure they are familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues.

The Headteacher and Senior Staff will:

- Promote knowledge and understanding and support of the equality objectives amongst staff and students
- Consult pupils, staff and stakeholders in the development and review of the policies
- Monitor success in achieving the objectives and report back to governors
- identify any staff training needs, and deliver training as necessary. All school staff are expected to have regard to this document and to work to achieve the objectives as set out on page 8 + 9.

Students will:

- Feel empowered and listened to by using a variety of platforms and forums, including tutor groups / primary class groups, year councils, assemblies, School Parliament / Larch Parliament and focus groups. They 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 2021, 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. The top issues, findings from our 236 respondents, have helped shape our objectives. For example, helping to direct our focus on special educational needs, ethnicity and race and our PSHE programme.

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive regular refresher training. The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have as protected by the Act (e.g. discrimination against students or staff with disabilities, or gay staff members or students being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Enabling people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies)
- In fulfilling this aspect of the duty, the school will:
 - Analyse and present attainment data and access to extracurricular opportunities showing how students with different characteristics are performing academically and taking part in the enrichment on offer
 - Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information. Where issues are identified, additional data will be collected to understand the reasons why. This will aid analysis and resulting actions.
 - Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic bullying or misogynistic behaviour)
 - Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting respect, tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in PRE, values and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. When planning the curriculum the academy will take every opportunity to promote and advance equality

- All students will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support throughout each Key Stage.
- Annual analysis of attainment, behaviour and other student data will be undertaken by sex, ethnic background and ability.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and subject leaders will also invite appropriate external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. All students are encouraged to participate in the school's activities, such as sports and music clubs.
- We are developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

- 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).

Equality objectives

Progress is updated in line with the FGB meetings:

Year 1 - Impact shown on current objectives below

Year 2 (2023-24) - Targets not fully met will have an extended objective for this year.

Year 3

Objective 1 To ensure our All-through school has a structured planned and strategic vision in regards to tackling racial discrimination and inequality.

To achieve this objective we plan to: Join up to the Fig Tree Foundation and develop a structured plan to embed inclusion into the fabric of our school. This will be reviewed regularly by the governing body and our link governor. (Mike Moss Deputy Headteacher)

Impact Year 1

- Achieved the Race and Conscious Equality Award - Silver
- Submitted an evaluation detailing work towards equality and an action plan.
- Training has been carried out by the Fig Tree Foundation to teachers, middle leaders, SLT and the governing body
- Regular feedback to the governing body (governor in charge of diversity)
- Statistics broken down into sub groups to analyse marginal groups eg behaviour, exclusions, attainment etc.
- Embedding our ethos and culture through values led assemblies.
- Recruitment procedures to eliminate unconscious bias
- TAG procedures removed names, targets etc to eliminate unconscious bias.
- Student working group looked at library books and displays around the school.
- Further county work by the Co-headteachers 'Great Representation' including a published paper

Year 2 Plan

Create a student focus group to support and audit the strategic plan above.

Objective 2 To set up a strategic group to monitor the academic progress and pastoral development of our students with SEND.

Impact Year 1

- An all-through strategic SEND staff team was established, including two trained SENCOs
- A CALM room was set up to ensure an alternative support-base (outside of the classroom) was available - with a qualified teacher supporting students who have found it difficult to be in the classroom for one lesson or more due to SEND and/or mental health needs. Impact evident in students who have significantly improved attendance, those who have returned into classrooms full time, those who would be 0% attendance without CALM provision. The 'bridging curriculum' has now been established to ensure quality teaching in English and maths.
- Strategic work of the team has ensured systems consistently implemented, including (but not limited to) over 50 EHCPs with consistent quality of provision to meet needs in section F; roll out of student profiles in a consistent form for every student with SEND, to support teachers with precisely how to put in place adaptive teaching strategies
- Collaborative work across staff teams - including the connection between SEND and attendance and/or safeguarding and pastoral HOYs and primary phase leaders
- Structured opportunities for parents to engage with the SEND team through Calendly meetings booked each week
- Excellent collaboration with external professionals - for example, in ensuring early identification of need within the primary phase, particularly with speech and language; see mental health provision below
- A clear flowchart established for access arrangements such that all secondary teachers are committed to spotting need, referring accordingly, and latterly implementing arrangements with precision, with excellent support from the exams office
- Rigorous analysis of academic achievement for all students with SEND - by group, and by individual with 'assess, plan, do, review' plans

Year 2 Plan

To increase stakeholder engagement (students and parents) to support academic progress.

Objective 3 To provide a robust system for mental health provision, post pandemic, for students and staff in our all through school community

Year 1 Impact - target met

- Mental Health Lead has been trained using Government funding and produced a strategic action plan.
- Staff have received training on Mental Health to ensure their knowledge is updated. 14 staff have been trained as MHFA and are strategically deployed across all phases.
- **Ethos and environment** awareness of mental health in school by delivering strategically planned assemblies alongside national mental health campaigns.
- Development of the CALM provision to support students with SEMH.
- Use of bounce surveys to complete national recognised surveys for both staff and students to measure wellbeing and self esteem.
- Staff wellbeing group established and produced a booklet for all staff with signposts for support.
- Signed up for the staff wellbeing charter
- Mental health lead to host termly meetings with pastoral leads from East Herts and external agencies to improve knowledge and awareness of local offers.
- Parental workshops offered to provide parents with the up to date information and signposts for support.

To achieve this objective we plan to: Train more mental health first aiders, develop our curriculum provision and set up systems with the safeguarding team to ensure maximum impact. Responsible JP (Deputy Head)

- The Ollie Foundation have delivered at Staff INSET to all staff on staff wellbeing
- Specific Primary session delivered **Keeping Safe And Carrying On** with a focus on understanding the neuroscience of emotions and the psychological and physiological impact of our stress response. The session is also equipped with CBT techniques.
- 6th form sessions planned as part of enrichment looking at positive wellbeing, suicide awareness.

Objective 4 To audit and revamp our PSHEE programme in school to address the changing needs of our school community in light of national and local issues.

Year 1 impact

- Created a spiral curriculum using high quality, relevant material with mapping of content cross-referenced to ensure all statutory elements met.
- Materials created so they are age- and need-appropriate, using PSHE Association to support with this, including smaller groups for students with SEND.
- The SEND team delivered the material via methods which ensured students are engaged and improving their understanding of how to make safe and informed decisions. This was also cross-reference with EHCP needs.
- Staff training linked to local and national issues.
- Strategic plotting of quality external providers and drop-down sessions from key senior and safeguarding staff as well as responsive sessions according to need or concern.
- Create a systematic M&E process used to gauge the quality of teaching and learning.
- Revised timetabling of PSHRE to allow for smaller groups and staff to develop expertise in their strand of choice.

- Parents in PSHRE provision through newsletters and connection evenings.

To achieve this objective we plan to: Audit current provision, seek statutory guidance, student voice and best practice. Person responsible (Lucy Owen (Assistant Headteacher))

Year 2

Use of careers to drive ambition and aspirations for all

Training

All staff will receive equal opportunities training which will include disability awareness / equality. This training will be part of staff induction as well as the CPD programme. All staff will receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

The academy will ensure that no member of staff is denied access to any form of training because of an inaccessible venue or because the provision does not account for their disability. Staff with disabilities will be actively encouraged to attend courses which will support their career progression and personal development.

Publish Information

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

9. Monitoring arrangements

The Equalities Link Governor together with the staff Equalities Lead and Head teacher will update the equality information we publish, at least every year. Its implementation will be monitored within the school's self-evaluation and other review processes as well as being updated at least annually.

This document will be reviewed by the Governing Body at least every 4 years.

This document will be approved by the Governing Board.

Links with other policies

This document links to the following policies:

- Our School Development Plan
- Accessibility plan - Has been reviewed by SBM and Co-Heads
- Risk assessments - Regularly updated due to Covid-19
- SEND and Inclusion policy - Annual
- Child Protection policy - Annual

