



Springhill Academy



SPRINGHILL PRIMARY
ACADEMY

Reach High, Learn Together

REAch2 Single Equality Scheme

Date Completed: September 2021

Review Date: September 2024

REAch2 Single Equality Scheme

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1. Scope

- 1.1. This single equality scheme sets out our policy and procedures to deliver on our obligations as a public authority.
- 1.2. This policy applies to all members of the Academy community in their relationship with the Academy, including all staff, pupils, visitors, contractors, volunteers and Governors.
- 1.3. This policy has been informed by the guidance on equality duty published by the Equality and Human Rights Commission www.equalityhumanrights.com. A glossary is provided in Annex A, of the definitions of terms as set out by the Equality and Human Rights Commission.

2. Policy

2.1. Our commitment

- 2.1.1. REAch2 is absolutely committed to promoting equality of opportunity for all members of the Academy Community and beyond. We will actively foster social cohesion and the elimination of all forms of discrimination, harassment and victimization. Our commitment to promoting equality of opportunity and eliminating discrimination applies equally to all members of our community but particularly those with a protected characteristic.
- 2.1.2. The protected characteristics are those defined in the Equality Act 2010: age, disability, gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation. We are also committed to eliminating unlawful discrimination against someone because of their marriage or civil partnership status.
- 2.1.3. The principles of this single equality scheme will inform all of our decision and policy making. This means that we will ensure that we have gathered sufficient information and consulted appropriately to ensure that in developing new policies and ways of working we have taken full account of the potential impact on all children and adults affected by our decisions and particularly those with protected characteristics. We are committed to monitoring the implementation of all of our policies in order to ensure that in practice they contribute to the realization of our policy commitment to:
 - eliminate discrimination, harassment and victimization;
 - advance equality of opportunity between people who share a protected characteristic and those who do not;
 - and foster good relations between people who share a protected characteristic and those who do not.
- 2.1.4. In the advancement of equality of opportunity the Academy will seek to:
 - remove or minimize disadvantages suffered by people due to their protected characteristics;

- take steps to meet the needs of people with certain protected characteristics where these are different from the needs of other people;
- and encourage people with certain protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

2.1.5. In order to meet our specific duties under the Equality Act 2010, we will:

- 2.1.5.1. Publish annually information relating to the children who share a protected characteristic that are affected by our policies and procedures.
- 2.1.5.2. Prepare and publish one or more objectives, at least once every four years, which we have identified that we need to achieve in order to deliver our policy commitments.

2.2. Prejudicial and Discriminatory Behaviour

- 2.2.1. Our overriding aim is to tackle prejudice and discrimination through education and providing our pupils with positive role models. However, prejudicial or discriminatory behaviour will always be challenged and formally dealt with in order to protect all members of our school community.
- 2.2.2. The Academy has a zero tolerance policy of behaviour that constitutes discrimination, harassment or victimization. We will seek to eliminate this behaviour through our education programme. If it does occur however, our primary concern is to protect the victim in both the short and long term. This means that immediate action would be taken to ensure that the victim is supported and protected and in the case of a pupil that they can continue their learning uninterrupted. In the longer term it means that we are committed to working with young people who perpetrate such behaviour to challenge their prejudice and seek to build positive attitudes to racial individuality and cultural diversity.
- 2.2.3. Allegations of pupils exhibiting prejudicial or discriminatory behaviour or behaviour that incites others to behave in a manner that excludes, intimidates, harasses or victimizes one or more other people because of their protected characteristic, will be investigated under the Academies behaviour and bullying procedures.
- 2.2.4. Allegations of visitors or contractors exhibiting prejudicial or discriminatory behaviour or behaviour that incites others to behave in a manner that excludes, intimidates, harasses or victimizes one or more other people because of their protected characteristic, will be investigated by a senior member of the Academy leadership team. Such behaviour would result in a visitor or contractor being required to leave the premises and the matter would be referred to the relevant authorities. In the case of a contractor such behaviour would trigger an immediate review of the contract performance.
- 2.2.5. Allegations of staff exhibiting prejudicial or discriminatory behaviour or behaviour that incites others to behave in a manner that excludes, intimidates, harasses or victimizes one or more other people because of their protected characteristic, will be investigated under the Academies staff discipline procedures. Such behaviour would constitute gross misconduct.

- 2.2.6. As an equal opportunity employer, the academy will ensure that there is no discrimination against a person, because they have a protected characteristic, for the purposes of recruiting, employing or promoting staff.

2.3. Engagement

- 2.3.1. At the heart of our single equality policy is our commitment to engage with the relevant stakeholders whenever we are developing new ways of doing things and to better understand the actual impact of what we do. This means that we will identify and engage with members of our school community, that have a protected characteristic, to ensure that their views, perceptions and experiences inform our wider thinking about our effectiveness in delivering education to all pupils generally and pupils with a protected characteristic specifically.
- 2.3.2. The Academy is committed to evidence-based policy making. This means that we will collect and use relevant data to inform our understanding of how we are performing in serving all of our pupils and their families. An essential part of our information gathering is our engagement and consultations with our school community.
- 2.3.3. The principles behind our approach to engagement will be:
- Clarity about the purpose of engagement or consultation;
 - Engagement prior to decision making;
 - Respecting confidentiality;
 - Reporting on the results of engagement.

2.4. Outcomes Based Accountability

- 2.4.1. The Academy will judge its effectiveness in terms of the educational outcomes for all of our pupils.
- 2.4.2. We will measure the effectiveness of this policy in terms of the relative educational outcomes for pupils with protected characteristics, where appropriate, and the changing trend of outcomes over time.
- 2.4.3. If the Academy considers that any pupils with protected characteristics may be disadvantaged for social or economic reasons or for reasons to do with past or present discrimination, then it may consider taking 'positive action' to tackle the disadvantage. 'Positive action' is not the same as 'positive discrimination'. Positive action is about targeting lawful support to redress disadvantage. The Academy seeks to eliminate all forms of discrimination.

2.5. Race

- 2.5.1. The Academy recognizes that racial and ethnic prejudice limits the life chances of both perpetrators and victims. We are committed to delivering a curriculum that: actively challenges all racial stereotyping; promotes respect and appreciation of every individual's right to express their own racial and cultural identity with confidence; and reaches out to the wider community to foster good relations between people from different racial and ethnic backgrounds.

2.6. Social Cohesion

- 2.6.1. The Academy is fully committed to playing a full part in contributing to the social cohesion of our wider community. We will seek opportunities, as appropriate, to develop and promote activities that build empathy, respect and enjoyment of cultural identity and diversity amongst our pupils, their families, our staff and our wider community.
- 2.6.2. We will actively engage with our community, but particularly people with a protected characteristic, to better understand the barriers to social cohesion so that we can play a full role in contributing to the removal of those barriers.

2.7. Religion and Belief

- 2.7.1. The Academy recognizes that people can face discrimination because of the faith community to which they belong. Faith based hate crime is distinct from race hate crime.
- 2.7.2. The Academy also recognizes that a persons religious beliefs or faith may mean that they have different needs, demands and expectations. We will always give consideration as to how the Academy can be flexible in responding to these needs.

2.8. Age

- 2.8.1. The Academy is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalized. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.
- 2.8.2. The Academy serves children across a wide age range, all at different levels of intellectual, social and physical development. At the heart of what we do is to try to meet the individual needs of all of our pupils. To do this we recognise that children at different ages, year groups and key stages require a different programme of education, pastoral support and extra curricular activities.

2.9. Disability

- 2.9.1. Disability may be physical disability or cognitive disability.
- 2.9.2. The Academy is committed to ensuring that our facilities are as accessible as we can reasonably make them for children and adults with a disability. We fully recognise our planning duties under the Disability Discrimination Act.
- 2.9.3. The Academy will always seek to understand the individual needs of members of the school community, which have a disability, and pledges to do all that it can to support those individual needs so that they can fully benefit from the services of the Academy and make a full contribution to the life of the Academy.

2.9.4. We plan to increase access to education for pupils with a disability by:

- Increasing the extent to which pupils with a disability can participate in the school curriculum;
- Increasing the inclusion of positive images of people with a disability across the curriculum.
- Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and our other services.
- Improving the understanding of all pupils and staff about the barriers to learning and life challenges that people with a disability face; as well as a better understanding of the full contribution that people with a disability can make to all aspects of society.

2.10. Gender (Sex)

2.10.1. The Academy is committed to combatting gender discrimination and promoting the equality of boys and girls, of women and men.

2.10.2. At the heart of our policy for promoting equality of opportunity for boys and girls is to identify and remove the barriers to participation in all areas of the curriculum, including extra curricular activities.

2.10.3. We recognise that gender stereotyping has a major impact on children's perceptions about their identity and aspirations that can limit their life choices. The Academy, through our education programme, will challenge gender stereotypes and highlight positive role models to broaden the horizons of boys and girls and extend their personal aspirations.

2.11. Pregnancy and Maternity

2.11.1. The Academy recognizes that should a pupil become pregnant, although this is unlikely in a primary school, it is unlawful to discriminate against the pupil on the grounds of the pregnancy. The Academy would do all that it could to support such a pupil and their family.

2.11.2. The Academy fully supports the statutory rights of our staff in terms of pregnancy and maternity needs. We will always endeavor to be flexible in terms of working arrangements for our staff, so that they can meet their own parental responsibilities, where this does not compromise the delivery of education to our pupils.

2.12. Gender Reassignment

2.12.1. The Academy recognizes that there are cases of primary aged pupils who are transsexual or having gender reassignment for a variety of reasons. The Academy is fully committed to supporting transsexual pupils and their families to ensure that they have a safe and secure environment in which to continue their education and social development.

2.13. Sexual Orientation

2.13.1. The Academy is committed to combating discrimination faced by lesbians, gay men and bisexual people. We aim to ensure equality of opportunity for lesbians, gay men and bisexual people across our delivery of education services and as an employer.

2.13.2. We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, and challenge stereotyping.

2.13.3. Our Academy recognizes the need to protect learners from unlawful discrimination and harassment on the grounds of sexual orientation.

2.14. Marriage and Civil partnership Status (Employees only)

2.14.1. The Academy will play a full part in eliminating any unlawful discrimination against a member of our staff because of their marriage or civil partnership status. The Academy is an equal opportunities employer and will actively support our staff in their recruitment, employment and promotion regardless of the marriage or civil partnership status as well as in the promotion of all aspects of the single equality scheme.

2.15. Governance

2.15.1. The Academy's approach to equality is to develop a whole organisational ethos in which it is second nature for all of us to consider the impact of what we do on people with protected characteristics and to always be looking for opportunities to improve how we eliminate discrimination and advance equality of opportunity.

2.15.2. The whole organisation approach will be role modeled and led by the Academy's leadership team and Board of Governors. The Board will require that an equality impact assessment is carried out, and recorded, as part of the processes of policy formulation. Equality impact assessments will be proportionate to the scale of the policy change under consideration and the Board will require that these do not add a disproportionate bureaucratic burden to the staff of the Academy. It is the role of the Board to give due regard to the Equality implications of any change in policy. A Governor/Director and a member of the Senior Leadership Team will sign off the record of an equality impact assessment.

2.15.3. The Board will consider an annual review of equality information.

2.15.4. The Board will set and review the equality action plans and objectives at least every four years

2.16. Training

2.16.1. The Academy will include the understanding and implementing of our Single Equality Scheme within our annual training programme and staff induction schemes.

2.17. Publicising the Single Equality Scheme

- 2.17.1. The Governors will publish the Single Equality Scheme on the Academy web site.

3. Procedure

3.1. Information Collection

- 3.1.1. The Academy will update the information in Annex 2 of its Single Equality Scheme on an annual basis.

3.2. Equality Objectives and Action Plans

- 3.2.1. The Academies equality action plans will reflect an evidenced based approach to priority setting.
- 3.2.2. Annex 4 includes our current equality priorities and action plan. Our action planning is in two stages: 1) **Identify Equality Priorities**; 2) **Equality Plan of Action**.
- 3.2.3. In identifying the **equality priorities** the Academy ensures that it is informed by evidence. We will do this by making sure that we have clear answers to the following questions:
- 3.2.3.1. Which group with a protected characteristic are we aiming to improve an outcome for?
- 3.2.3.2. What outcome or result do we want to achieve for the group identified?
- 3.2.3.3. If we achieve the outcome what difference will the identified group and the wider school community see, hear or feel?
- 3.2.3.4. Which indicators are we choosing to use to measure progress in achieving our outcome?
- 3.2.3.5. What is the baseline data, and historical trend, and what do we predict will happen to this data if we do nothing?
- 3.2.3.6. Why do we think that the baseline is where it is and why it is not good enough?
- 3.2.3.7. Which stakeholders or partners might help us to achieve better outcomes?
- 3.2.3.8. Based on the data and story behind it, what changes would help to bring about the intended better outcomes?
- 3.2.4. Once our priorities are identified then we set in place the Equality Action Plan that makes clear our commitments in the following way:
- 3.2.4.1. What changes are we going to make?
- 3.2.4.2. Who will be responsible for leading or coordinating the changes?
- 3.2.4.3. Which pupils and how many of them do we intend will benefit from the changes?

- 3.2.4.4. Which performance indicators will we use to measure progress?
- 3.2.4.5. Will there be milestones along the way that will help us to measure whether we are making progress?
- 3.2.4.6. What resources will we need to put in place to make sure that we can deliver the action planned?
- 3.2.4.7. By what dates do we intend to reach our milestones? By which date do we intend to have an overall measurable change in outcomes?
- 3.2.5. We will update our equality action plans at least every four years.
- 3.2.6. Our Equality Action Plans will be an integral part of our Academy Improvement Plan.

3.3. Performance Management

- 3.3.1. When considering the performance management of all staff, including the principal, due consideration will be given to the inclusion of equality priorities within individual performance targets.
- 3.3.2. When considering whether an individual would benefit from the inclusion of equality targets as part of their individual performance targets, a balanced view will be taken of the individual's current stage of professional development within their current role and the overall priorities of the Academy.

3.4. Procurement

- 3.4.1. This single equality scheme will apply to any contractor carrying out any service commissioned or procured by the Academy.
- 3.4.2. We will prohibit any contractor to the Academy from unlawfully discriminating under the Equality Act 2010 as a contract condition.
- 3.4.3. We will require any contractor to the Academy to take all reasonable steps to ensure that staff, suppliers and subcontractors meet the obligations under the Equality Act 2010 as a condition of contract.
- 3.4.4. When we review the performance of a contractor we will give regard to the equality conditions within the contract. If we become aware of poor performance in this regard then we will take prompt action to deal with it.

3.5. Equality Impact Assessment

- 3.5.1. When we consider changing a policy the Academy will give due regard to the impact of that change on our pupils, their families and our staff with protected characteristics. To do this we will always give consideration to who may be affected by proposed changes to what we do and then we will endeavor to engage with the affected groups as well as consider any other data that may be available to us. We will use this information to ensure that our policy changes help us to meet our general duties under the Equality Act to:
 - eliminate discrimination, harassment and victimization;
 - advance equality of opportunity between people who share a protected characteristic and those who do not;

- and foster good relations between people who share a protected characteristic and those who do not.
- 3.5.2.** The Academy will keep a record of its process of engagement and considering the available information in order to assess the impact of policy changes on the relevant protected groups, along with the actions taken as a result of that assessment, using the Equality Impact Assessment template in Annex 5. The Academy may change the template if it considers an alternative format would be better suited to a particular situation.
- 3.5.3.** It is emphasized that the completion of the template in Annex 5 is not an equality impact assessment in itself; the template is only the method of recording the processes of equality impact assessment. The most important element of the equality impact assessment is the engagement with relevant persons and the consideration of available information to formulate the proposed policy change so that it helps the Academy to further meet its general duties under the Equality Act.

Annex 1 - Glossary

The definitions used in this glossary are taken from the Equality and Human Rights Commission revised (second) edition of 'The Essential Guide to the Public Sector Equality Duty'.

<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty>

Advancing equality: The Equality Act 2010 states that this involves having due regard to the need to remove or minimise disadvantages suffered by persons who share a relevant protected characteristic; meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it; and encourage persons who share a relevant protected characteristic to participate in public or in any other activity in which participation by such persons is disproportionately low.

Age: This refers to a person having a particular age (for example, 32 year olds) or being within an age group (for example, 18-30 year olds). This includes all ages, including children and young people.

Assessing impact on equality: This involves looking at your equality information and the outcomes of any engagement in order to understand the impact or potential impact of your decisions on people with different protected characteristics.

Civil partnership: Legal recognition of a same-sex couple's relationship. Civil partners must be treated the same as married couples on a range of legal matters.

Compliance notice: The Equality and Human Rights Commission can, if a public authority does not comply with its general or specific duties, serve a compliance notice on that authority under section 32 of the Equality Act 2006.

Direct discrimination: This refers to less favourable treatment because of a person's protected characteristic.

Disability: A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Engagement: A broad term, intended to cover the whole range of ways in which public authorities interact with their service users, employees and other stakeholders, over and above what they do in providing services or within a formal employment relationship.

Equality Act 2006: This legislation made provision for the establishment of the Equality and Human Rights Commission and the dissolution of the three legacy commissions for Disability, Race and Gender Equality. It sets out the Commission's powers and responsibilities (these were not repealed by the Equality Act 2010).

Equality Act 2010: This brings together the majority of existing equality legislation into one place so that it is easier to use.

Equality information: The information that you hold (or will collect) about people with protected characteristics, and the impact of your decisions and policies on them.

Equality objectives: A requirement to prepare, set and publish objectives is one of the specific duties set out under the equality duty.

Equality outcome: The results that individuals or groups actually achieve and are able to benefit from. For example, equal pay between men and women.

Fostering good relations: The Equality Act 2010 states that having due regard to the need to fostering good relations involves having due regard, in particular, to the need to tackle prejudice and promote understanding between people who share a protected characteristic and those who do not.

Function: The full range of a public authority's activities, duties and powers.

Gender: The wider social roles and relationships that structure men's and women's lives. These change over time and vary between cultures.

Gender reassignment: This is the process of transitioning from one sex to another. See also trans, transgender, transsexual.

General equality duty: The requirement to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act; advance equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

Harassment: Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Indirect discrimination: This is when a provision, criterion or practice is applied in a way that creates disproportionate disadvantage for a person with a protected characteristic as compared to those who do not share that characteristic, and is not a proportionate means of achieving a legitimate aim.

Intervention: The Equality and Human Rights Commission can intervene in legal proceedings in matters that are relevant to its functions by providing the Court with expert advice to help the Court reach its decision.

Judicial review: A claim to the High Court asking the Court to review the way a public authority or other body carrying out public functions made a decision.

Listed authority: A public authority covered by the specific duties and who is listed in Schedules 1 and 2 of the Equality Act 2010 (Specific Duties) Regulations 2011.

Marriage: A union between a man and a woman. This definition is set out in the Equality Act 2010.

Maternity: The period after giving birth. It is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, including as a result of breastfeeding.

Mitigation: This is when measures are put in place that lessen the negative effects of a policy or policies on protected groups.

Positive action: Lawful actions that seeks to overcome or minimise disadvantages that people who share a protected characteristic have experienced, or to meet their different needs (for example, providing mentoring to encourage staff from under-represented groups to apply for promotion).

Pregnancy: The condition of being pregnant.

Proportionality: The weight given to equality should be proportionate to its relevance to a particular function. This may mean giving greater consideration and resources to functions or policies that have the most effect on the public or on employees.

Protected characteristics: The public sector equality duty covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It also covers marriage and civil partnerships, but not for all aspects of the duty.

Public authority: The general equality duty applies to public authorities. For this purpose, a public authority is a body that is named (listed) or described in Schedule 19 of the Equality Act. It also applies to all other organisations who exercise public functions.

Public functions: The Equality Act 2010 defines a public function as a function that is of a public nature for the purposes of the Human Rights Act 1998.

Race: This is the protected characteristic of race. It refers to a group of people defined by their colour, nationality (including citizenship), ethnic or national origins.

Reasonable adjustment: Public authorities making adjustments to the way in which they carry out their functions so that disabled people are not disadvantaged by the way in which those functions are carried out.

Relevance: How far a function or policy affects people, as members of the public, and as employees of the authority. Some functions may be more relevant to people with certain protected characteristics than to others, and to one or more of the three aims of the general equality duty.

Religion or belief: Religion means any religion, including a reference to a lack of religion. **Belief** includes religious and philosophical beliefs including lack of belief (for example, Atheism).

Section 23 agreement: The Equality and Human Rights Commission can enter into a formal agreement with an organisation under section 23 of the Equality Act 2006 if it believes the organisation has committed an unlawful act or failed to comply with the general equality duty.

Section 31 assessment: Under section 31 of the Equality Act 2006 the Equality and Human Rights Commission can carry out a formal assessment to establish to what extent, or the manner in which, a public authority has complied with the equality duty.

Sex: Someone being a man or a woman.

Sexual orientation: This is whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Specific duties: Certain public authorities named or described (listed) in Schedule 1 or 2 of the Equality Act 2010 (Statutory Duties) Regulations 2011 are required to comply with certain specific duties. These duties are intended to assist authorities in complying with the general equality duty.

Stakeholders: People with an interest in a subject or an issue.

Trans: The terms 'trans people' and 'transgender people' are both often used as umbrella terms for people whose gender identity and/or gender expression differs from their birth sex, including transsexual people, transvestite/cross-dressing people androgyne/polygender people, and others who define as gender variant.

Transgender: An umbrella term for people whose gender identity and/or gender expression differs from their birth sex. They may or may not seek to undergo gender reassignment hormonal treatment/surgery. Often used interchangeably with trans.

Transsexual: A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people have the protected characteristic of gender reassignment under the Equality Act 2010.

Annex 2 – Equality Information

National and local area data has been taken from the Department for Education Research and Statistics Gateway www.education.gov.uk/rsgateway/DB/SFR.

- **The Academy's Data**
- **Key Stage 2 Regional Data**
- **Key Stage 2 National Data**

Achievements at Level 4 or above in Key Stage 2 by SEN provision, free school meal eligibility and gender

Years: 2010 to 2011 (Revised)¹

Coverage: England, Maintained schools (including Academies and CTCs)

Key Stage 2 English	Pupils known to be eligible for free school meals						Pupils not eligible for free school meals or Unclassified						All pupils ²					
	Number of eligible pupils			Percentage achieving level 4 or above			Number of eligible pupils			Percentage achieving level 4 or above			Number of eligible pupils			Percentage achieving level 4 or above		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All pupils²	51,098	48,990	100,088	61	74	67	228,335	218,377	446,712	80	89	85	279,433	267,367	546,800	77	86	81
SEN Provision																		
No identified SEN	25,564	32,872	58,436	85	89	87	165,134	184,170	349,304	93	95	94	190,698	217,042	407,740	92	95	93
All SEN pupils	25,534	16,118	41,652	37	42	39	62,261	33,254	95,515	49	54	51	87,795	49,372	137,167	45	50	47
SEN without a statement	21,428	14,585	36,013	42	45	43	53,678	30,229	83,907	53	58	54	75,106	44,814	119,920	49	54	51
School Action	11,859	9,622	21,481	48	51	50	33,063	21,305	54,368	58	63	60	44,922	30,927	75,849	55	59	57
School Action +	9,569	4,963	14,532	34	33	34	20,615	8,924	29,539	44	45	45	30,184	13,887	44,071	41	41	41
SEN with a statement	4,106	1,533	5,639	15	11	14	8,583	3,025	11,608	24	19	23	12,689	4,558	17,247	21	17	20

Source: National Pupil Database

1. Figures for 2010 are based on final data, 2011 figures are based on revised data.

2. Includes pupils for whom free school meal eligibility or SEN provision could not be determined.

. = Not applicable.

x = Figures not shown in order to protect pupil confidentiality. See 'Confidentiality and Suppression' within the SFR text for information on data suppression.

Achievements at Level 4 or above in Key Stage 2 by SEN provision, free school meal eligibility and gender

Years: 2010 to 2011 (Revised)¹

Coverage: England, Maintained schools (including Academies and CTCs)

Key Stage 2 Mathematics	Pupils known to be eligible for free school meals						Pupils not eligible for free school meals or Unclassified						All pupils ²					
	Number of eligible pupils			Percentage achieving level 4 or above			Number of eligible pupils			Percentage achieving level 4 or above			Number of eligible pupils			Percentage achieving level 4 or above		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All pupils²	51,091	48,980	100,071	68	67	67	228,273	218,331	446,604	83	83	83	279,364	267,311	546,675	80	80	80
SEN Provision																		
No identified SEN	25,560	32,864	58,424	88	82	85	165,080	184,125	349,205	94	90	92	190,640	216,989	407,629	93	89	91
All SEN pupils	25,531	16,116	41,647	47	36	43	62,254	33,251	95,505	57	44	52	87,785	49,367	137,152	54	42	49
SEN without a statement	21,426	14,583	36,009	53	38	47	53,673	30,226	83,899	61	47	56	75,099	44,809	119,908	59	44	53
School Action	11,859	9,621	21,480	60	43	52	33,060	21,302	54,362	66	51	60	44,919	30,923	75,842	65	48	58
School Action +	9,567	4,962	14,529	44	30	39	20,613	8,924	29,537	53	39	49	30,180	13,886	44,066	50	36	46
SEN with a statement	4,105	1,533	5,638	19	10	17	8,581	3,025	11,606	27	16	24	12,686	4,558	17,244	24	14	22

Source: National Pupil Database

1. Figures for 2010 are based on final data, 2011 figures are based on revised data.

2. Includes pupils for whom free school meal eligibility or SEN provision could not be determined.

. = Not applicable.

x = Figures not shown in order to protect pupil confidentiality. See 'Confidentiality and Suppression' within the SFR text for information on data suppression.

Achievements at Level 4 or above in Key Stage 2 by ethnicity, free school meal eligibility and gender

Years: 2007 to 2011 (Revised)¹

Coverage: England, Maintained schools (including Academies and CTCs)

Key Stage 2 English	Pupils known to be eligible for free school meals						Pupils not eligible for free school meals or Unclassified						All pupils ²					
	Number of eligible pupils			Percentage achieving level 4 or above			Number of eligible pupils			Percentage achieving level 4 or above			Number of eligible pupils			Percentage achieving level 4 or above		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All pupils³	51,098	48,990	100,088	61	74	67	228,335	218,377	446,712	80	89	85	279,433	267,367	546,800	77	86	81
White	35,719	34,390	70,109	58	71	65	185,927	177,675	363,602	81	89	85	221,646	212,065	433,711	77	87	82
White British	33,527	32,275	65,802	58	72	65	175,986	167,863	343,849	81	90	86	209,513	200,138	409,651	78	87	82
Irish	155	166	321	63	77	70	695	765	1,460	87	94	91	850	931	1,781	83	91	87
Traveller of Irish Heritage	136	114	250	35	41	38	57	68	125	33	43	38	193	182	375	34	42	38
Gypsy / Roma	216	240	456	25	37	31	366	380	746	23	36	30	582	620	1,202	24	36	30
Any Other White Background	1,685	1,595	3,280	65	74	69	8,823	8,599	17,422	71	79	75	10,508	10,194	20,702	70	78	74
Mixed	2,977	2,877	5,854	67	79	73	8,294	8,050	16,344	82	91	86	11,271	10,927	22,198	78	88	83
White and Black Caribbean	1,227	1,160	2,387	63	78	70	2,451	2,340	4,791	78	90	84	3,678	3,500	7,178	73	86	80
White and Black African	346	334	680	69	82	75	883	895	1,778	81	90	86	1,229	1,229	2,458	78	88	83
White and Asian	455	429	884	69	78	73	1,956	1,844	3,800	86	94	90	2,411	2,273	4,684	83	91	87
Any Other Mixed Background	949	954	1,903	72	80	76	3,004	2,971	5,975	82	91	86	3,953	3,925	7,878	80	88	84
Asian	5,554	5,133	10,687	69	79	74	20,049	19,029	39,078	80	87	83	25,603	24,162	49,765	77	85	81
Indian	685	653	1,338	73	84	79	6,318	5,869	12,187	86	92	89	7,003	6,522	13,525	84	91	88
Pakistani	2,834	2,529	5,363	65	76	70	7,830	7,627	15,457	75	83	79	10,664	10,156	20,820	72	81	76
Bangladeshi	1,552	1,464	3,016	75	81	78	2,813	2,673	5,486	80	88	84	4,365	4,137	8,502	78	86	82
Any Other Asian Background	483	487	970	73	80	77	3,088	2,860	5,948	80	87	83	3,571	3,347	6,918	79	86	82
Black	5,176	5,027	10,203	67	80	73	8,450	8,192	16,642	77	88	83	13,626	13,219	26,845	73	85	79
Black Caribbean	1,242	1,244	2,486	65	82	74	2,599	2,501	5,100	75	87	81	3,841	3,745	7,586	72	85	79
Black African	3,362	3,230	6,592	68	79	73	4,840	4,704	9,544	80	88	84	8,202	7,934	16,136	75	84	79
Any Other Black Background	572	553	1,125	64	80	72	1,011	987	1,998	74	87	81	1,583	1,540	3,123	70	85	77
Chinese	105	95	200	88	94	91	822	855	1,677	85	92	88	927	950	1,877	85	92	88
Any Other Ethnic Group	1,273	1,179	2,452	65	77	70	2,636	2,461	5,097	70	80	75	3,909	3,640	7,549	69	79	73

Source: National Pupil Database

1. Figures for 2007 - 2010 are based on final data, 2011 figures are based on revised data.

2. Includes pupils for whom free school meal eligibility could not be determined.

3. Includes pupils for whom ethnicity was not obtained, refused or could not be determined.

. = Not applicable.

Achievements at Level 4 or above in Key Stage 2 by ethnicity, free school meal eligibility and gender
Years: 2007 to 2011 (Revised)¹

Coverage: England, Maintained schools (including Academies and CTCs)

Key Stage 2 Mathematics	Pupils known to be eligible for free school meals						Pupils not eligible for free school meals or Unclassified						All pupils ²					
	Number of eligible pupils			Percentage achieving level 4 or above			Number of eligible pupils			Percentage achieving level 4 or above			Number of eligible pupils			Percentage achieving level 4 or above		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
All pupils³	51,091	48,980	100,071	68	67	67	228,273	218,331	446,604	83	83	83	279,364	267,311	546,675	80	80	80
White	35,712	34,381	70,093	66	65	65	185,869	177,632	363,501	84	84	84	221,581	212,013	433,594	81	81	81
White British	33,520	32,266	65,786	66	65	66	175,932	167,821	343,753	84	84	84	209,452	200,087	409,539	81	81	81
Irish	155	166	321	66	69	68	695	765	1,460	89	88	89	850	931	1,781	85	85	85
Traveller of Irish Heritage	136	114	250	43	39	41	57	68	125	40	32	36	193	182	375	42	36	39
Gypsy / Roma	216	240	456	37	33	35	366	380	746	33	30	32	582	620	1,202	35	31	33
Any Other White Background	1,685	1,595	3,280	71	68	70	8,819	8,598	17,417	80	78	79	10,504	10,193	20,697	78	77	78
Mixed	2,977	2,877	5,854	71	70	71	8,292	8,049	16,341	84	84	84	11,269	10,926	22,195	81	80	80
White and Black Caribbean	1,227	1,160	2,387	69	69	69	2,450	2,340	4,790	80	81	81	3,677	3,500	7,177	77	77	77
White and Black African	346	334	680	71	73	72	883	895	1,778	81	82	82	1,229	1,229	2,458	79	79	79
White and Asian	455	429	884	74	71	72	1,955	1,844	3,799	88	88	88	2,410	2,273	4,683	85	85	85
Any Other Mixed Background	949	954	1,903	74	71	72	3,004	2,970	5,974	85	84	84	3,953	3,924	7,877	82	81	82
Asian	5,554	5,132	10,686	74	70	72	20,048	19,027	39,075	83	81	82	25,602	24,159	49,761	81	79	80
Indian	685	653	1,338	78	76	77	6,317	5,869	12,186	88	87	87	7,002	6,522	13,524	87	86	86
Pakistani	2,834	2,529	5,363	70	66	68	7,830	7,626	15,456	78	76	77	10,664	10,155	20,819	76	74	75
Bangladeshi	1,552	1,464	3,016	78	73	76	2,813	2,673	5,486	83	81	82	4,365	4,137	8,502	81	78	80
Any Other Asian Background	483	486	969	77	77	77	3,088	2,859	5,947	85	85	85	3,571	3,345	6,916	84	84	84
Black	5,176	5,027	10,203	68	71	70	8,450	8,191	16,641	77	79	78	13,626	13,218	26,844	73	76	75
Black Caribbean	1,242	1,244	2,486	65	69	67	2,599	2,501	5,100	73	78	75	3,841	3,745	7,586	70	75	73
Black African	3,362	3,230	6,592	70	72	71	4,840	4,703	9,543	80	80	80	8,202	7,933	16,135	76	76	76
Any Other Black Background	572	553	1,125	65	72	68	1,011	987	1,998	72	79	75	1,583	1,540	3,123	69	76	73
Chinese	105	95	200	93	95	94	822	855	1,677	93	94	94	927	950	1,877	93	94	94
Any Other Ethnic Group	1,273	1,179	2,452	76	75	76	2,636	2,460	5,096	79	79	79	3,909	3,639	7,548	78	78	78

Source: National Pupil Database

1. Figures for 2007 - 2010 are based on final data, 2011 figures are based on revised data.

2. Includes pupils for whom free school meal eligibility could not be determined.

3. Includes pupils for whom ethnicity was not obtained, refused or could not be determined.

. = Not applicable.

Summary showing the percentage of pupils achieving Level 4 or above at Key Stage 2 and by pupil characteristics
Years: 2011 (Revised) Coverage: England

	English	Mathematics	English and Mathematics	Reading, Writing and Mathematics	% making expected KS1 to KS2 progress in English ⁶	% making expected KS1 to KS2 progress in Mathematics ⁶
All Schools¹						
All pupils	82	80	74	67	.	.
Gender						
Boys	77	81	72	62	.	.
Girls	86	80	77	72	.	.
Maintained Schools (including academies and CTCs)						
All pupils	81	80	74	67	84	83
Gender						
Boys	77	80	72	62	82	83
Girls	86	80	77	72	86	82
Ethnicity						
White	82	81	75	67	83	82
Mixed	83	80	75	68	85	83
Asian	81	80	74	68	88	86
Black	79	75	69	62	86	82
Chinese	88	94	86	80	91	95
First Language						
English ²	82	81	75	68	83	82
Other than English ³	77	77	70	63	88	86
Unclassified ⁴	61	60	53	48	71	71
Free School Meals (FSM)						
FSM	67	67	58	49	80	76
All other pupils	85	83	78	71	85	84
Non-FSM	85	83	78	71	85	84
Unclassified ⁵	56	55	48	42	65	65
Disadvantaged Pupils ⁷						
Disadvantaged Pupils	67	67	58	49	80	75
All other pupils	85	83	78	71	85	84
Special Educational Needs (SEN)						
No identified SEN	93	91	87	81	87	89
All SEN pupils	47	49	35	26	74	65
SEN without a statement	51	53	38	28	78	68
School Action	57	58	43	31	81	70
School Action +	41	46	31	22	73	65
SEN with a statement	20	22	15	11	45	43
Unclassified ⁵	56	55	48	42	65	65

1. The all schools figure includes those independent schools who chose to take part in Key Stage 2 assessments.

2. Includes 'Not known but believed to be English'.

3. Includes 'Not known but believed to be other than English'.

4. Includes pupils for whom first language was not obtained, refused or could not be determined.

5. Includes pupils for whom free school meal eligibility or SEN provision could not be determined.

6. Pupils are expected to progress by 2 levels between Key Stage 1 and Key Stage 2

. = Not applicable.

Annex 3 – Equality Actions Taken to Date and Outcomes

Annex 4 – Equality Objectives and Action Plans

Identify Equality Priorities

	Population	Intended Outcome	Experience	Indicators	Baseline	Story Behind the Baseline	Partners	Action Needed
	Which group with a protected characteristic are we aiming to improve an outcome for?	What outcome or result do we want to achieve for the group identified?	If we achieve the outcome what difference will the identified group and the wider school community see, hear or feel?	Which indicators are we choosing to use to measure progress in achieving our outcome?	What is the baseline data, and historical trend, and what do we predict will happen to this data if we do nothing?	Why do we think that the baseline is where it is and why it is not good enough?	Which stakeholders or partners might help us to achieve better outcomes?	Based on the data and story behind it, what changes would help to bring about the intended better outcomes?
Priority 1								
Priority 2								
Priority 3								

Equality Plan of Action

	Objective	Responsibility	Beneficiary	Performance	Milestones	Resources	Time
	What changes are we going to make?	Who will be responsible for leading or coordinating the changes?	Which pupils and how many of them do we intend will benefit from the changes?	Which performance indicators will we use to measure progress?	Will there be milestones along the way that will help us to measure whether we are making progress?	What resources will we need to put in place to make sure that we can deliver the action planned?	By what dates do we intend to reach our milestones? By which date do we intend to have an overall measurable change in outcomes?
Priority 1							
Priority 2							
Priority 3							

Annex 5 – Equality Impact Assessment (EqIA)

Policy	
Date	
Summary of implications of the proposed policy change.	
The legal basis for the policy change	
What will change if the Academy implements the policy change?	
What stays the same if the Academy implements the policy change?	
Who will decide if the policy change will be implemented?	
Who may be affected by this policy?	The Equality Act 2010 establishes 9 protected characteristics namely: Age; Disability; Gender Reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion and Belief; Gender (Sex); and Sexual Orientation.

	The people with a protected characteristic that we consider will be impacted by this proposed policy change are.....
Which stakeholders were engaged in considering the equality impact of the policy change?	
Summary of stakeholder views 1:	
Summary of stakeholder views 2:	
Implications of policy change for (protected group 1)	
Implications of policy change for (protected group 2)	

Implications of policy change for (protected group 3)	
Have the impacts identified above been addressed with up to date reliable evidence ?	
What plans are in place that will remove or reduce any negative impacts?	
How will the policy be monitored ?	
Which of the outcomes below applies to the EqlA findings? (more than one may apply) ✓	
Outcome 1: No major change required. The EqlA has not identified any potential for discrimination or adverse impact and any opportunities to promote equality have been taken.	
Outcome 2: Adjust the policy. The EqlA identified some barriers that need to be removed to further promote equality. Are you satisfied that the proposed adjustments will remove the barriers identified?	

Outcome 3: Continue the policy. The EqlA has identified some potential adverse impact, negative effects or missed opportunities to promote equality. However the EqlA clearly shows justifications to continue with it. Are there sufficient plans to reduce negative impact and monitor it?		
Outcome 4: stop and re-think. The EIA shows actual or potential unlawful discrimination and the policy should be stopped and reconsidered.		
Summary of the proposal (key impacts – both positive and negative; actions advised as a result of EqlA; particular groups affected more than others.)		
Sign off		
EqlA Author name:		
Position:		
Date:		
Senior Management name:		
Position		
Date:		
Governor name:		
Position:		
Date:		