



## Tidemill Academy Public Sector 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](http://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. Tidemill Academy 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

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

**2.16. Publicising the Single Equality Scheme**

2.16.1. The Governors will publish the Single Equality Scheme on the Academy website.

## Procedure

### 2.17. Information Collection

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

### 2.18. Equality Objectives and Action Plans

**2.18.1.** The Academies equality action plans will reflect an evidenced based approach to priority setting.

2.18.2. 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**.

2.18.3. 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:

2.18.3.1. Which group with a protected characteristic are we aiming to improve an outcome for?

2.18.3.2. What outcome or result do we want to achieve for the group identified?

2.18.3.3. If we achieve the outcome what difference will the identified group and the wider school community see, hear or feel?

2.18.3.4. Which indicators are we choosing to use to measure progress in achieving our outcome?

2.18.3.5. What is the baseline data, and historical trend, and what do we predict will happen to this data if we do nothing?

2.18.3.6. Why do we think that the baseline is where it is and why it is not good enough?

2.18.3.7. Which stakeholders or partners might help us to achieve better outcomes?

2.18.3.8. Based on the data and story behind it, what changes would help to bring about the intended better outcomes?

2.18.4. Once our priorities are identified then we set in place the Equality Action Plan that makes clear our commitments in the following way:

2.18.4.1. What changes are we going to make?

2.18.4.2. Who will be responsible for leading or coordinating the changes?

2.18.4.3. Which pupils and how many of them do we intend will benefit from the changes?

2.18.4.4. Which performance indicators will we use to measure progress?

2.18.4.5. Will there be milestones along the way that will help us to measure whether we are making progress?

2.18.4.6. What resources will we need to put in place to make sure that we can deliver the action planned?

2.18.4.7. By what dates do we intend to reach our milestones? By which date do we intend to have an overall measurable change in outcomes?

2.18.5. We will update our equality action plans at least every four years.

2.18.6. Our Equality Action Plans will be an integral part of our Academy Improvement Plan.

### 2.19. Performance Management

**2.19.1.** 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.

**2.19.2.** 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.



## **2.20. Procurement**

- 2.20.1.** This single equality scheme will apply to any contractor carrying out any service commissioned or procured by the Academy.
- 2.20.2.** We will prohibit any contractor to the Academy from unlawfully discriminating under the Equality Act 2010 as a contract condition.
- 2.20.3.** 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.
- 2.20.4.** 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.

## **2.21. Equality Impact Assessment**

- 2.21.1.** 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.
- 2.21.2.** 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.
- 2.21.3.** 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 androgynous/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.

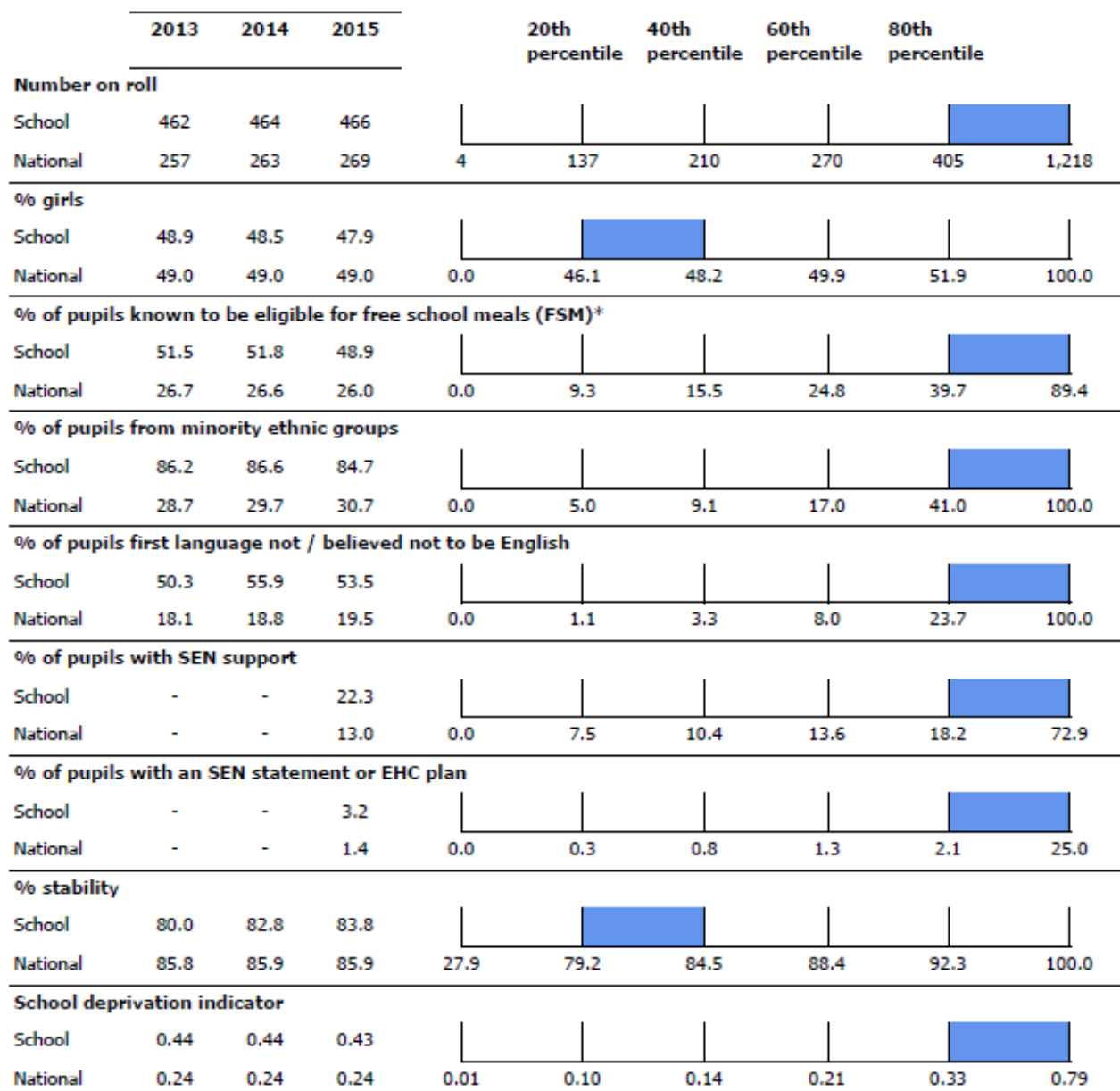
**Transsexual:** A person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). Transsexual people have the protected characteristic of gender reassignment under the Equality Act 2010.

## Annex 2 – Equality Information

National and school information has been taken from RAISEonline, 2015 (unvalidated)

### Basic Characteristics of Tidemill Academy

This shows some key indicators for your school, together with national averages for maintained mainstream Primary schools. The information is based on the January School Census return. The Quintile graphs display the indicators for the current year only. These figures are divided into five intervals, each containing approximately 20% of schools. The interval boundaries are shown below the line, and your school's position in the distribution is indicated by a shaded box.



## Tidemill Academy's Data compared to National

### Attainment in year 1 Phonics

	Year 1					
	2013		2014		2015	
	School	National	School	National	School	National
All Pupils	86	69	84	74	82	77
Boys	79	65	81	70	87	73
Girls	93	73	87	78	77	81
Disadvantaged	88	57	85	63	68	66
Other	83	73	83	78	94	80

### Attainment at Key Stage 1

**Table 4.2.5: Attainment, Average Points Score at Key Stage 1 : Overall and by Subject by Pupil Groups - 2015 (KS1.2A)**

	All NC Core Subjects			Reading			Writing			Mathematics		
	School		National	School		National	School		National	School		National
	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS	Cohort	APS	APS
<b>All Pupils</b>	60	14.8	16.1	60	15.3	16.6	60	14.1	15.3	60	15.1	16.4
<hr/>												
<b>Gender</b>	<hr/>											
Male	35	14.1	15.7	35	14.5	16.1	35	13.3	14.6	35	14.5	16.4
Female	25	15.8	16.6	25	16.4	17.2	25	15.2	16.1	25	15.8	16.5
<hr/>												
<b>Free School Meals*</b>	<hr/>											
FSM	23	15.5	14.8	23	16.4	15.2	23	15.0	14.0	23	15.0	15.2
Non FSM	37	14.4	16.6	37	14.6	17.1	37	13.5	15.8	37	15.1	16.8
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## Attainment at Key Stage 2, 2015

### Percentage of Key Stage 2 pupils achieving level 4 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	57	77	80		57	79	87		57	89	89		57	84	87		57	75	80	
<b>Gender</b>																				
Male	29	76	77		29	76	87	-	29	90	87	-	29	79	83	-	29	76	76	
Female	28	79	83	-	28	82	87	-	28	89	91	-	28	89	91	-	28	75	84	-
<b>Free School Meals<sup>+</sup></b>																				
FSM	36	72	70		36	75	80		36	89	83		36	83	79		36	69	71	
Non FSM	21	86	84	-	21	86	90	-	21	90	92	-	21	86	90	-	21	86	84	-

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English or believed to be English	33	70	81		33	73	87	-	33	88	90	-	33	82	88	-	33	70	80	
Other than English or believed to be other	24	88	77		24	88	86	-	24	92	84	-	24	88	83	-	24	83	80	-
Unclassified	0	0	43	-	0	0	54	-	0	0	54	-	0	0	49	-	0	0	47	-
<b>Special Educational Needs</b>																				
No SEN	40	95	90	-	40	95	94	-	40	98	95	-	40	98	95	-	40	93	89	-
SEN support	14	43	43		14	50	64		14	86	68		14	64	57		14	43	45	
SEN with statement or EHC plan	3	0	16	-	3	0	26	-	3	0	30	-	3	0	21	-	3	0	20	-

### Percentage of Key Stage 2 pupils achieving level 5 or above

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
All Pupils	57	33	24		57	51	41		57	54	48		57	35	36		57	54	55	
<b>Gender</b>																				
Male	29	34	22		29	59	45		29	48	44		29	34	28		29	52	50	
Female	28	32	26		28	43	37		28	61	53		28	36	44		28	57	61	
<b>Free School Meals<sup>+</sup></b>																				
FSM	36	31	13	-	36	42	28		36	47	34		36	31	22		36	50	43	
Non FSM	21	38	29		21	67	47		21	67	55		21	43	42		21	62	61	

	Mathematics, Reading & Writing(TA)				Mathematics				Reading				Writing (TA)				English Grammar, Punctuation & Spelling			
	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig	Cohort Number	Sc %	Na %	Sig
English or believed to be English	33	27	25		33	45	42		33	48	50		33	27	37		33	45	55	
Other than English or believed to be other	24	42	21	Sig+	24	58	41		24	63	40	Sig+	24	46	33		24	67	59	
Unclassified	0	0	10	-	0	0	20	-	0	0	23	-	0	0	15	-	0	0	30	-
<b>Special Educational Needs</b>																				
No SEN	40	45	29	Sig+	40	65	48	Sig+	40	70	56		40	48	43		40	70	65	
SEN support	14	7	3	-	14	21	13	-	14	21	17	-	14	7	6	-	14	21	17	-
SEN with statement or EHC plan	3	0	2	-	3	0	7	-	3	0	10	-	3	0	3	-	3	0	10	-

## Progress at Key Stage 2, 2015

### Progress Measures Value Added

Table 5.1.4: Key Stage 1 to Key Stage 2 value added Summary Report (KS12.VAExp)

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or blue (sig-).

	Number of pupils in latest year	Value Added						Value Added by Subject 2015					
		2013		2014		2015		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
<b>All Pupils</b>	55	102.1	100.0	101.6	100.0	101.7	100.0	102.1	100.0	101.5	100.0	101.1	100.0
<b>Gender</b>													
Boys	28	101.6	100.0	101.9	100.1	102.0	100.1	103.0	100.5	101.3	99.9	100.7	99.7
Girls	27	102.9	99.8	101.7	99.8	101.7	99.8	101.6	99.5	102.1	100.0	101.7	100.3
<b>Free School Meals*</b>													
FSM	35	101.4	99.8	101.8	99.7	101.6	99.8	101.9	99.8	101.6	99.7	101.1	99.8
Non FSM	20	103.4	100.0	101.7	100.1	102.3	100.1	102.9	100.1	101.9	100.0	101.3	100.0
<b>Children Looked After</b>													
<b>English as a First Language</b>													
First Language - English	33	102.0	99.8	101.3	99.8	101.9	99.8	102.2	99.8	101.9	99.9	101.2	99.8
First Language - Other	22	102.7	100.8	102.1	100.8	101.8	100.7	102.4	101.0	101.4	100.1	101.2	100.6
Unclassified	-	-	99.2	-	99.1	-	99.2	-	99.1	-	99.4	-	99.3
<b>Special Educational Needs</b>													
No SEN	38	103.5	100.1	102.0	100.1	102.7	100.1	103.3	100.1	102.4	100.1	101.6	100.1
SEN support	14	99.7	99.4	102.5	99.4	101.0	99.3	100.5	99.4	101.8	99.3	101.0	99.3
SEN with statement or EHC plan	3	95.5	97.9	91.0	97.9	96.0	97.9	97.2	98.0	92.5	97.8	97.0	97.6

Additional Information:

### Overall Gender Update

Boys and girls are making securely good or outstanding progress in reading, writing and maths in the large majority of areas. Girls are outperforming by 10% in progress. In Summer 2014, girls progress was significantly higher in the majority of cases. Data shows that now boys and girls progress is in line in the very large majority of cases. Much work has been done to attempt to reduce the gap between boys and girls in reading and writing so it is never greater than 13% in KS1 & KS2. In the large majority of areas the attainment gap in reading and writing is now less than 13%.



## **Overall PPG Update**

PPG children have made either securely good or outstanding progress in reading, writing and maths throughout the school. In KS2, PPG and Non PPG progress is in line with each other. In KS1, however the progress gap between PPG and Non PPG is always greater than 0.5pts.

Much work has been done to attempt to reduce the gap between PPG and Non PPG children at above age-related expectation in KS1&KS2 so it is never greater than 10%. In year's 1 to 6 in Reading, Writing and Maths at above age-related (AAR), the gap is 10% or less in 50% of the cases. When the AAR gap is compared with the same cohort last year, the gap at AAR has reduced in 40% of cases, grown in 40% of cases and stayed the same, under 10% in 20% of cases. When looking at all Reading, Writing and Maths at 'age-related minus 2 sublevels', 'age-related minus 1 sublevel', 'age-related plus', and AAR, there is a PPG/ Non PPG attainment gap greater than 10% in 30% of cases, (21/72 fields).

## Annex 3 – Equality Actions Taken to Date and Outcomes

ACTIONS TAKEN TO DATE	OUTCOMES
<p><b><u>Disability</u></b>            DDA compliant building with facilities for children with disabilities and special education needs including:-</p> <ul style="list-style-type: none"> <li>• Sensory room for autistic children / children with sensory impairments</li> <li>• Lifts &amp; accessible classrooms for children with physical disabilities</li> <li>• Soundfield amplification systems in classrooms for children with hearing impairments/SEN needs</li> <li>• Changing bed for children with medical needs/physical disabilities</li> <li>• Specialist “Rainbow Club” provision to support children who find it difficult to access the playground</li> <li>• Place2Be service</li> <li>• Speech &amp; language resource base with specialist teachers and speech &amp; language therapists</li> <li>• Brochure and admissions criteria.</li> <li>• Outreach package for individual schools &amp; pupils</li> <li>• Continuing Professional development package</li> </ul>	<p>School is now able to accept physically disabled pupils and better provide for pupils with special educational needs.</p> <p>Parents with mobility issues are now able to access the school more easily.</p> <p>Improvement in access of mental health support for pupils and parents.</p> <p>Rise in pupil number for S&amp;LRB (2014/15)</p>
<p><b><u>Cultural / Race / Religion &amp; Community Cohesion</u></b></p> <ul style="list-style-type: none"> <li>• Good morning project to introduce school community to the range of languages spoken throughout the school</li> <li>• Celebrations of religious events from different countries including Eid, Diwali, Chinese New Year, Christmas</li> <li>• Prayer Room for Muslim pupils</li> <li>• Arabic Saturday school use of school facilities &amp; playground</li> <li>• Black history month celebrations and events</li> <li>• International primary curriculum</li> <li>• British council / international relations developed with schools/teachers in Asia &amp; Africa</li> <li>• Data analysis monitoring by significant ethnic groups and EAL</li> </ul>	<p>Developing of staff and pupil understanding of different nationalities within the school community.</p> <p>Muslim children’s religious rights respected.</p> <p>School reputation within the Arabic community enhanced.</p> <p>Focus on international curriculum &amp; international links to ensure relevance &amp; accessibility for entire school community.</p> <p>Close monitoring of all groups to ensure attainment and progress levels – narrowing the gap. Specific resources purchased to support when required.</p>
<p><b><u>Gender</u></b></p> <ul style="list-style-type: none"> <li>• Data analysis monitoring by gender</li> <li>• Behaviour data monitoring by gender to identify ways to support</li> <li>• Playground rotas developed to encourage girls involvement in sporting activities &amp; offer boys a wide range of physical activities</li> <li>• Increase in available sporting competitions for girls</li> <li>• Boy’s literacy CPD focus in 2014/15</li> </ul>	<p>Close monitoring of all groups to ensure attainment and progress levels – narrowing the gap. Interventions organized as required. Specific resources purchased to support when required.</p> <p>Girls accessing additional sporting opportunities &amp; competitions.</p> <p>Boys accessing range of sporting activities which allow them to successfully access the playground and improve in class behavior.</p> <p>Teaching strategies changed and adapted to support boy’s writing.</p>
<p><b><u>General</u></b></p> <ul style="list-style-type: none"> <li>• UNICEF Rights Respecting school</li> <li>• Skills &amp; Attitudes integrated into curriculum &amp; school culture</li> </ul>	<p>Children understand and respect the similarities and differences of others.</p>

## Annex 4 – Equality Objectives and Action Plans

### Identify Equality Priorities

	<b>Population</b>	<b>Intended Outcome</b>	<b>Experience</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Story Behind the Baseline</b>	<b>Partners</b>	<b>Action Needed</b>
	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?
<b>Priority 1</b>	Children with speech, language and communication needs (from Lewisham schools)	Raise attainment and progress in chdn with SLCN that access the base (& those who receive outreach support)	Children will learn strategies to overcome specific difficulties and become more successful academically & more confident socially	Attainment & progress, SALT reports (CELF results), behavior & attitude monitoring, attendance & punctuality.	Vast majority are in under-achieving group in their class with limited progress being made academically.	Children unable to access specialist provision they need to meet their specific needs in their own schools	PCT LA SEN Team SALT	Work with LA to get S&LRB to maximum capacity (16)
<b>Priority 2</b>	Gender - boys	To narrow the gap between girls and boys in writing	More motivated, confident and able boys in literacy	Attainment & progress at age related	Boys achieve a lower rate of attainment and progress than girls	This is a national problem with many reasons including lack of male role models, models of teaching and learning and physical development (early years)	Boys Parents Governors	Provide more male role models Increase writing focus Ask boys how they like to learn and what they think would help them improve High parental involvement

	<b>Population</b>	<b>Intended Outcome</b>	<b>Experience</b>	<b>Indicators</b>	<b>Baseline</b>	<b>Story Behind the Baseline</b>	<b>Partners</b>	<b>Action Needed</b>
	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?
<b>Priority 3</b>	Pupils eligible for the Pupil Premium Grant (PPG)	Narrow the gap between PPG pupils & Non PPG pupils at above average attainment in reading, writing and maths	Increased progress and attainment for PPG pupils in maths thus increasing achievement, motivation and confidence in reading, writing and maths.	Attainment at above average in reading, writing and maths	PPG chdn underperform in higher levels of attainment when compared to Non PPG chdn	Social economic factors	Governors	Increase in maths targeted interventions (free & paid). Parent Inspire workshops. Close monitoring of data and focus of provision mapping.

## Equality Plan of Action

	<b>Objective</b>	<b>Responsibility</b>	<b>Beneficiary</b>	<b>Performance</b>	<b>Milestones</b>	<b>Resources</b>	<b>Time</b>
	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?
<b>Priority 1</b>	Increase number of pupils in Speech, Language & Communication Resource Base. Improved attainment & progress.	Lead tchr of S&LRB & team	S&LRB pupils x 16  Other children within Tidemill identified with SLC needs	Attainment & progress, SALT reports, number of children accessing provision.	Improved links with PCT and Lewisham SEN Team – suitable children who meet admission criteria being referred.  16 children in resource base.	Brochure and admissions criteria.  Outreach package for individual schools & pupils  Continuing Professional development package	Change should be measurable annually with aim of target being met by December, 2017. Target needs to be monitored and maintained after this period.
<b>Priority 2</b>	Focus of staff CPD Consulting boys about their learning/writing Focus of monitoring and intervention Resource focus	Deputy Head (literacy) Literacy lead tchr	Male pupils	Attainment & progress Attitude to writing (pre & post survey/video)	Termly data	Budget for CPD Budget for required resources	Change should be measurable annually with aim of target being met by July, 2017. Target needs to be monitored and maintained after this period.
<b>Priority 3</b>	Increase in targeted interventions (free & paid). Close monitoring of data and focus of provision mapping.	PPG leader G&T leader Core subject leaders Class teachers Teaching assistants	Above average PPG pupils across the school (particularly KS2)	Attainment	Termly attainment	G&T maths set tchrs Inspire resources (see PPG Report available on school website)	Change should be measurable annually with aim of target being met by July, 2017. Target needs to be monitored and maintained after this period.


## Annex 5 – Equality Impact Assessment (EqIA) P1

<b>Policy</b>	
<b>Date</b>	
Summary of implications of the proposed policy change.	
The legal basis for the policy change	
What will <b>change</b> if the Academy implements the policy change?	
What <b>stays the same</b> if the Academy implements the policy change?	
<b>Who</b> will <b>decide</b> if the policy change will be implemented?	
<b>Who</b> may be <b>affected</b> by this policy?	<p>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.</p> <p>The people with a protected characteristic that we consider will be impacted by this proposed policy change are.....</p>
Which stakeholders were engaged in considering the equality impact of the policy change?	

## Annex 5 – Equality Impact Assessment (EqIA) P2

<b>Policy</b>	
<b>Date</b>	
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?	

## Annex 5 – Equality Impact Assessment (EqIA) P3

<b>Policy</b>	
<b>Date</b>	
How will the policy be <b>monitored</b> ?	
<b>Which of the outcomes below applies to the EqIA findings? (more than one may apply)</b> 	
<b>Outcome 1: No major change required.</b> The EqIA has not identified any potential for discrimination or adverse impact and any opportunities to promote equality have been taken.	
<b>Outcome 2: Adjust the policy.</b> The EqIA identified some barriers that need to be removed to further promote equality. Are you satisfied that the proposed adjustments will remove the barriers identified?	
<b>Outcome 3: Continue the policy.</b> The EqIA has identified some potential adverse impact, negative effects or missed opportunities to promote equality. However the EqIA clearly shows justifications to continue with it. Are there sufficient plans to reduce negative impact and monitor it?	
<b>Outcome 4: stop and re-think.</b> 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 EqIA; particular groups affected more than others.)

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## Annex 5 – Equality Impact Assessment (EqIA) P4

<b>Policy</b>	
<b>Date</b>	

<b>Sign off</b>	
<b>EqIA Author name:</b>	
Position:	
Date:	
<b>Senior Management name:</b>	
Position	
Date:	
<b>Governor name:</b>	
Position:	
Date:	