



TIMU ACADEMY TRUST

Policy Document for: Equality, including Statement, Objectives and Results

Prepared: July 2015 (last update November 2017)

Due for Review: July 2019 with annual update of results

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. We have chosen to present all of our equality information in this combined document, as allowed by the Equality and Human Rights Commission (EHRC).

Decision makers at the Timu Academy Trust are aware of the duty to have "due regard" when making a decision or taking an action and will assess whether it may have implications for people with particular protected characteristics.

- The Trust will consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
- The PSED will be integrated into the carrying out of the schools' functions, and the analysis necessary to comply with the duty will be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

We recognise that the Public Sector Equality Duty has three aims:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- to advance equality of opportunity between people who share a protected characteristic and those who do not
- to foster good relations between people who have a shared characteristic and those who do not.

The Timu Academy Trust is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and to being a cohesive community. These include:

- disability
- special educational needs
- racism and xenophobia
- gender

- religious groups and communities
- travellers, migrants, refugees and asylum seekers
- sexism and homophobia
- age
- marriage and civil partnerships

The Principals and Directors will annually review how well these aims are achieved with regard to the protected groups under the Equality Act.

Guiding Principles

In fulfilling the legal obligations and reiterating our school ethos we are guided by the following principles:

- all learners are of equal value
- the recognition and respect of difference
- a fostering of positive attitudes and relationships with a shared sense of cohesion
- good equality practice is carried out in staff recruitment, retention and development
- any form of prejudice is addressed swiftly

Staff and Directors

The Directors are responsible for ensuring that the school complies with legislation.

The Executive Principal is responsible for implementing policy relating to equality and for ensuring that all staff are aware of their responsibility for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school
- deal with any prejudice related incidents that may occur
- plan and deliver a curriculum that reflects the guiding principles
- provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise e.g. attendance, bullying, exclusion.

Objectives

1. To ensure the curriculum effectively supports the needs of all children, with particular reference to vulnerable groups.
2. To ensure all children progress and achieve with equality.
3. To continue to employ staff on their ability to perform the designated role effectively.
4. To continue to treat all children and adults with courtesy, respect, integrity and dignity.
5. To continue to challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.

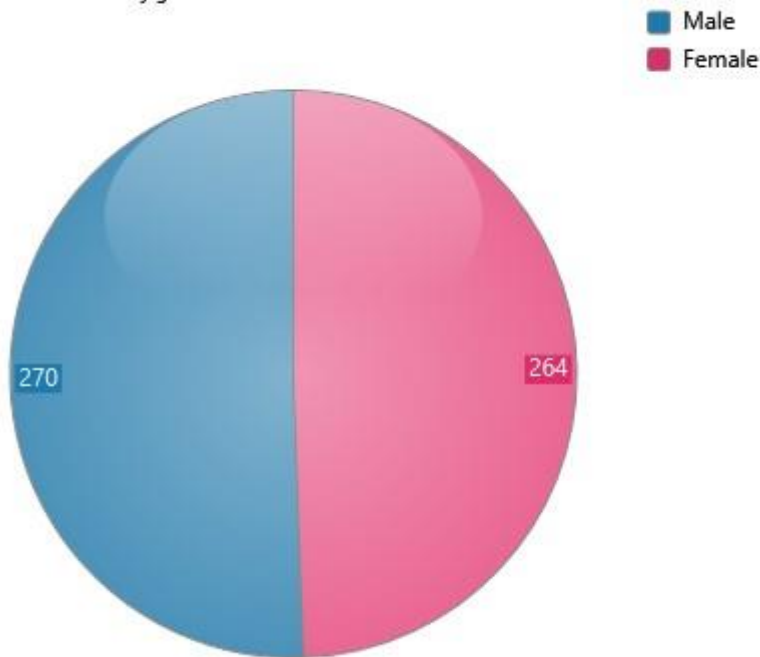
Please see below for Iwade school analysis (pages 4 – 8)

Please see below for Bobbing school analysis (pages 9 – 13)

IWADE SCHOOL ANALYSIS JULY 2017

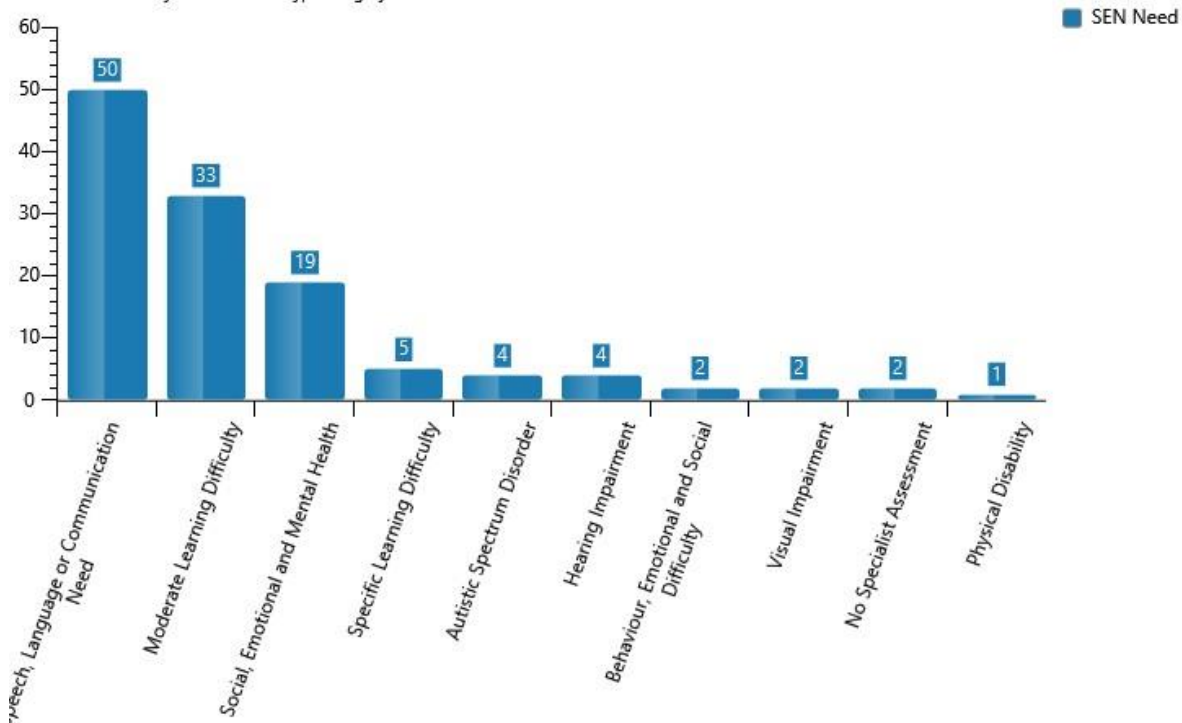
Student Total by Gender

A count of students by gender



Students by SEN Need Type Category

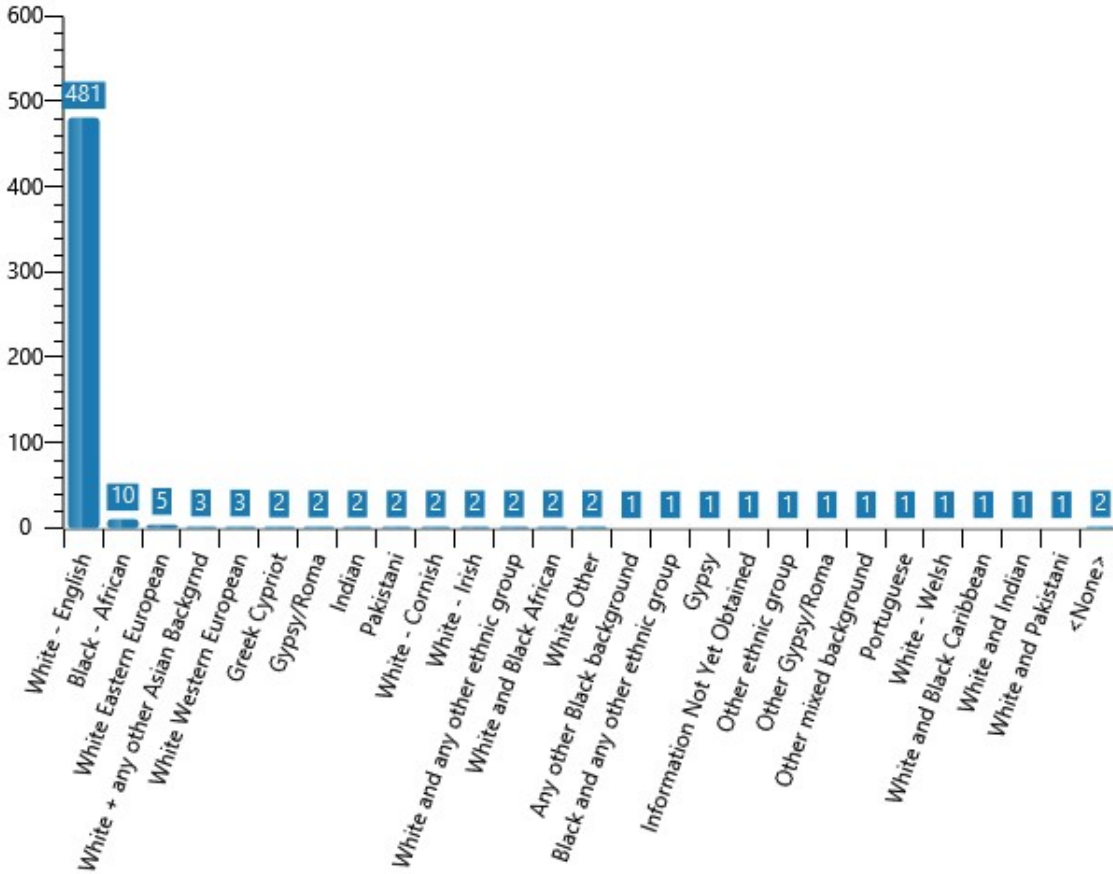
A count of students by their SEN need type category



IWADE SCHOOL
 Student Totals by Ethnicity

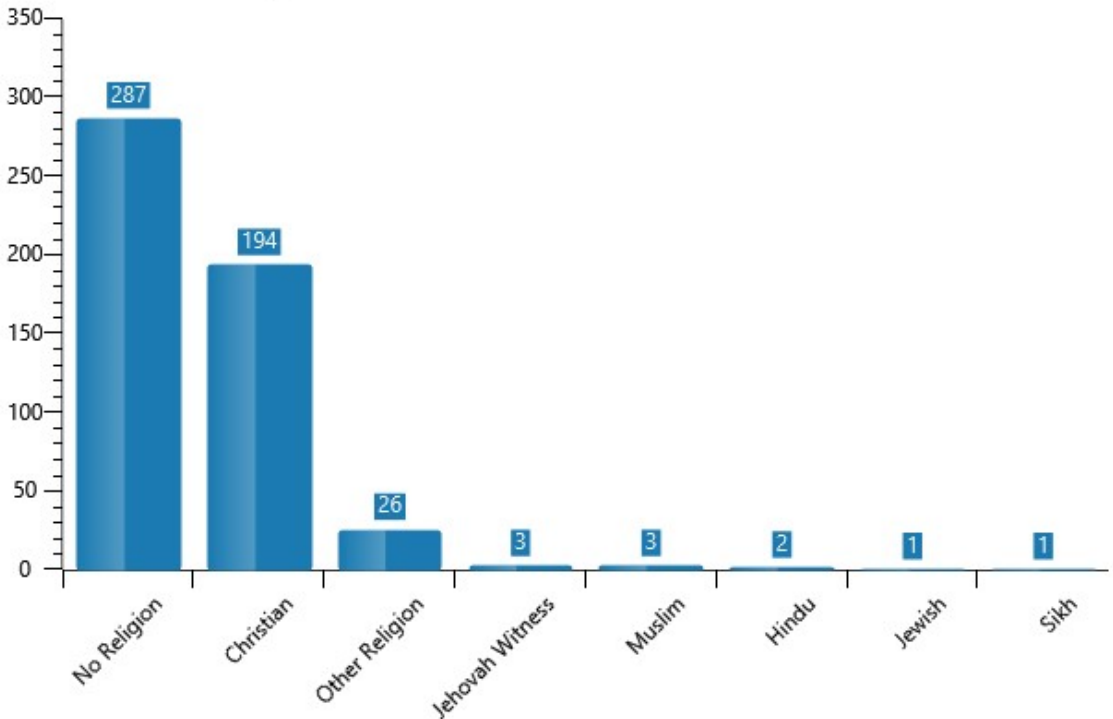
A count of students with each ethnicity

■ Ethnicity



Student Totals by Religion

A count of students with each religion



IWADE SCHOOL
IWADE SCHOOL - EYFS and Key Stage 1 Data Summary 2017

	School	National	Boys	Girls	EAL	SEN	PP
Reading Expected standard and above	81	76	77	81	n/a	33	64
Reading Greater Depth	26	25	22	31	n/a	11	8
Writing Expected standard and above	82	68	83	78	n/a	44	64
Writing Greater Depth	26	18	19	37	n/a	0	15
Maths Expected standard and above	89	75	89	83	n/a	44	71
Maths Greater Depth	30	23	32	28	n/a	11	8
EYFS (good level of development)	83	69	88	78	n/a	0	44
Year 1 phonics	85	81	89	79	100	50	75
Year 2 phonics	97	91	97	97	n/a	78	79

IWADE SCHOOL - Key Stage Two Data Summary 2017

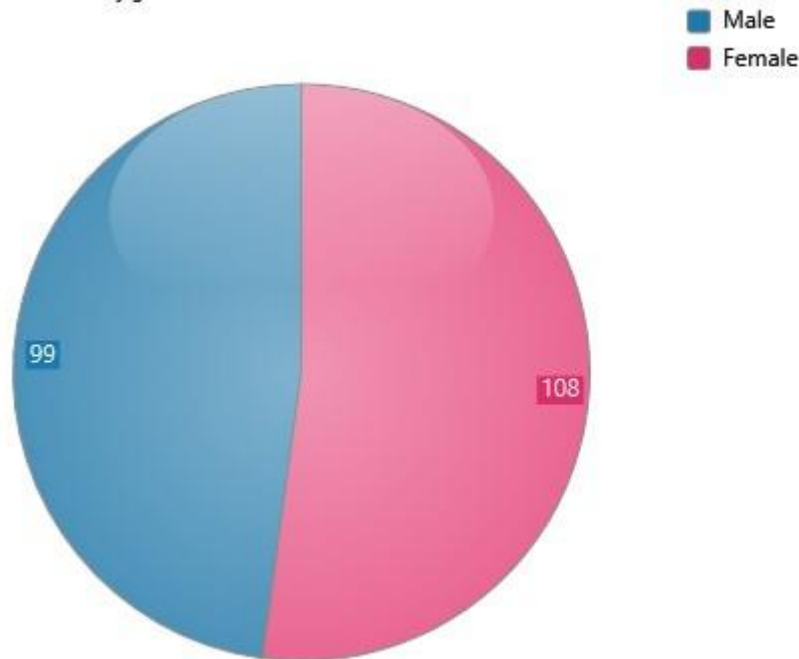
Reading, writing and maths combined attainment by pupil group

Breakdown	Cohort	Achieving the expected standard		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	61	70	61	11	9
Male	29	76	57	10	7
Female	32	66	65	13	10
Disadvantaged	16	38	67	0	11
Other	45	82	67	16	11
Ever 6 FSM	13	46	67	0	11
Children looked after	2	0	61	0	9
SEN with statement or EHC plan	3	33	61	0	9
SEN support	7	0	61	0	9
No SEN	51	82	70	14	10
On roll in years 5 and 6	59	73	63	12	9
English first language	61	70	61	11	9
English additional language	0	N/A	61	N/A	9

BOBBING SCHOOL ANALYSIS November 2017

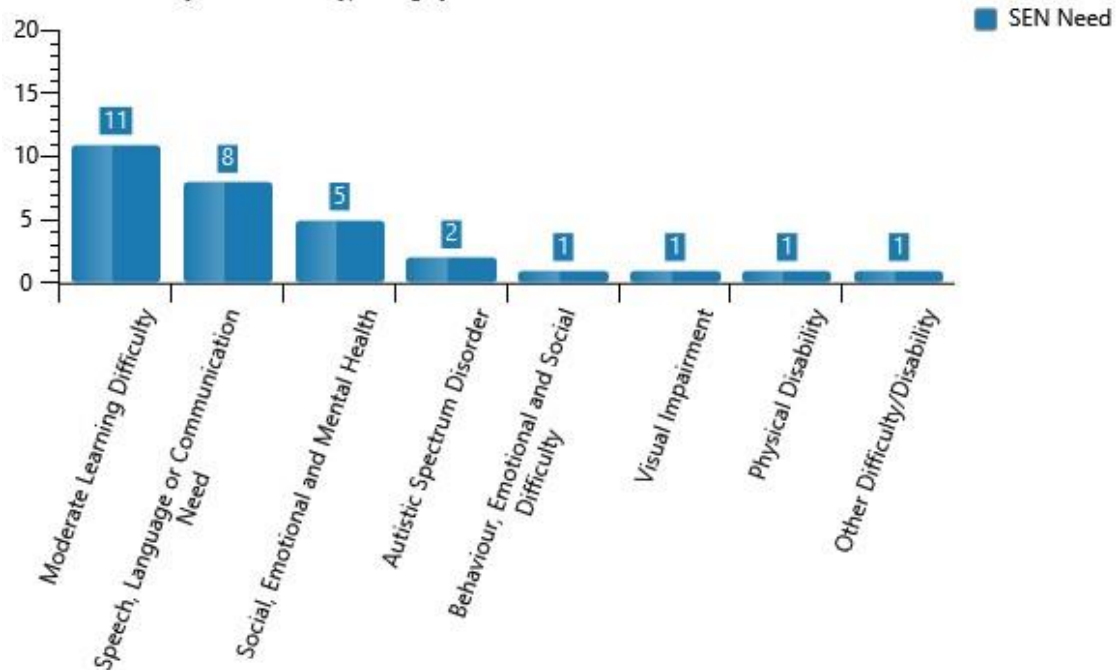
Student Total by Gender

A count of students by gender

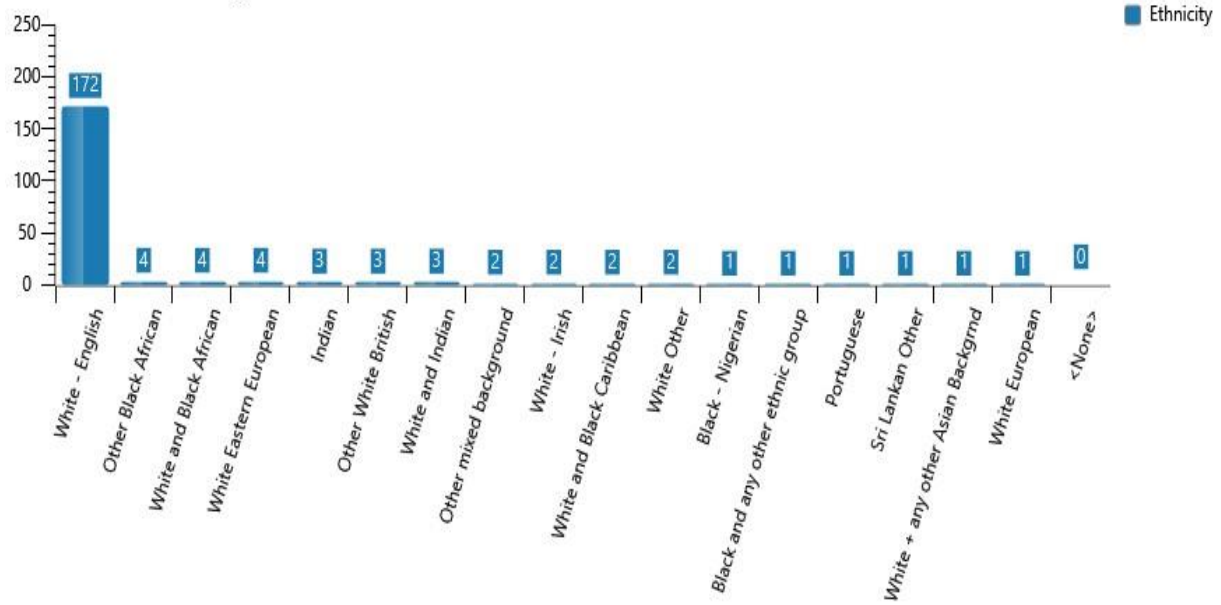


Students by SEN Need Type Category

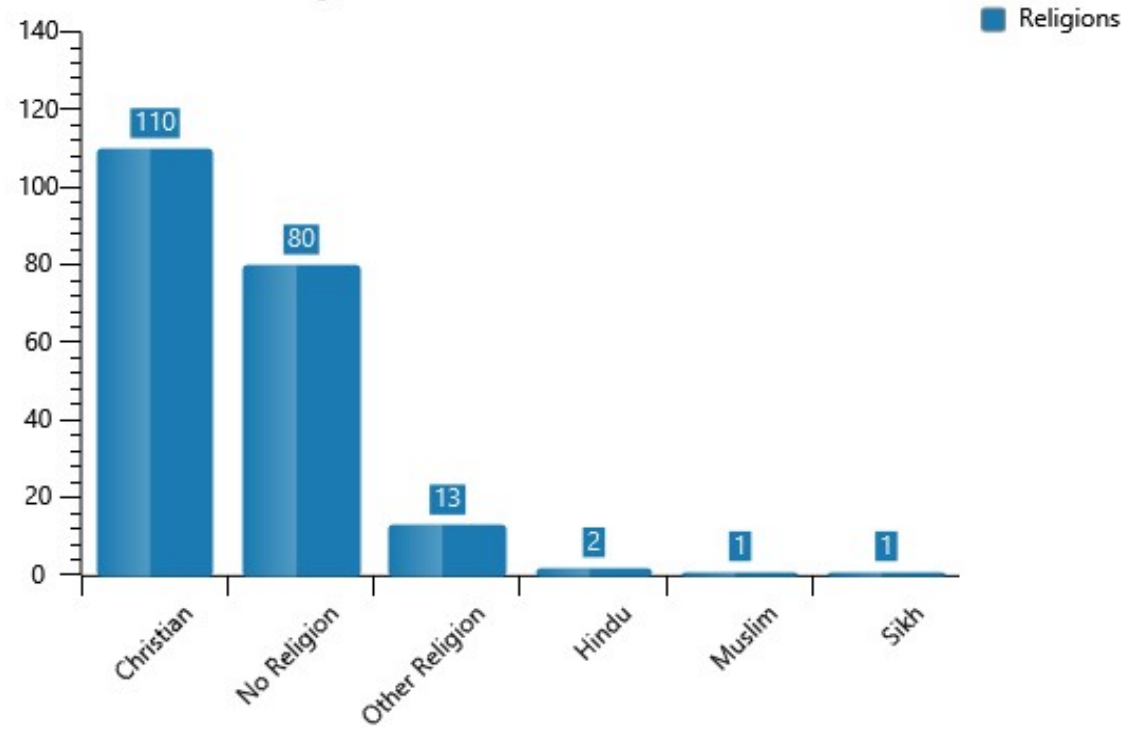
A count of students by their SEN need type category



BOBBING SCHOOL
Student Totals by Ethnicity
 A count of students with each ethnicity



Student Totals by Religion
 A count of students with each religion



BOBBING SCHOOL - EYFS and Key Stage 1 Data Summary 2017

	School	National	Boys	Girls	EAL	SEN	PP
Reading Expected standard and above	80	76	87	73	N/A	40	33
Reading Greater Depth	30	25	33	27	N/A	0	0
Writing Expected standard and above	77	68	73	80	N/A	20	33
Writing Greater Depth	27	16	20	33	N/A	0	0
Maths Expected standard and above	77	75	80	73	N/A	20	33
Maths Greater Depth	30	21	33	27	N/A	0	0
EYFS (good level of development)	80	69	80	80	75	0	50
Year 1 phonics	83	81	82	83	N/A	67	100
Year 2 phonics	97	91	100	93	N/A	80	67

BOBBING SCHOOL - Key Stage Two Data Summary 2017*Reading, writing and maths combined attainment by pupil group*

Breakdown	Cohort	Achieving the expected standard		Achieving at a higher standard	
		School %	National benchmark	School %	National benchmark
All pupils	31	61	61	19	9
Male	17	59	57	12	7
Female	14	64	65	29	10
Disadvantaged	2	0	67	0	11
Other	29	66	67	21	11
Ever 6 FSM	2	0	67	0	11
Children looked after	0	N/A	61	N/A	9
SEN with statement or EHC plan	0	N/A	61	N/A	9
SEN support	2	0	61	0	9
No SEN	29	66	70	21	10
On roll in years 5 and 6	31	61	63	19	9
English first language	31	61	61	19	9
English additional language	0	N/A	61	N/A	9

EGPS = English Grammar, Punctuation and Spelling

R = Reading

W = Writing

M = Maths