

Spalding Parish Church of England
Day School

Equality Act 2010 Policy

September 2016

Legal Requirements

Equality Act 2010

The Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- in relation to admissions,
- in the way it provides education for pupils,
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

Special provisions for disability

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

Definition of Disability

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Public Sector Equality Duty

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 extends to certain protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

All public bodies were previously bound by three separate sets of duties to promote disability, race and gender equality. The simpler, less bureaucratic, PSED has replaced those three duties.

With the PSED, as with the previous general duties, schools are subject to the need to have due regard to the three elements outlined above. What having “due regard” means in practice has been defined in case law and means giving relevant and proportionate consideration to the duty. For schools this means:

- Decision makers in schools must be aware of the duty to have “due regard” when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should 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 has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

Schools can't delegate responsibility for carrying out the duty to anyone else.

Specific Duties

The Government has also introduced specific duties, which are intended to help public authorities to meet their obligations under the PSED. The PSED is set out on the face of the Act, while the specific duties are set out in secondary legislation (the Equality Act 2010 (Specific Duties) Regulations 2011).

The specific duties require schools:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Advancing equality of opportunity

This involves, in particular:-

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (for example disabled pupils, or gay pupils who are being subjected to homophobic bullying);
- taking steps to meet the particular needs of people who have a particular characteristic (for example enabling Muslim pupils to pray at prescribed times) and
- encouraging people who have a particular characteristic to participate fully in any activities (for example encouraging both boys and girls, and pupils from different ethnic backgrounds, to be involved in the full range of school societies).

Introduction

At Spalding Parish Church of England Day School we intend that our policies, procedures and learning opportunities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Admissions and exclusions

Our admissions and exclusion arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Equal Opportunities for Pupils

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender and disability, without stereotyping;

- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents/carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils

Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However we are concerned to ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Reasonable Adjustments

SPCEDS is a fully inclusive school and we aim to meet the needs of all our stakeholders. Where reasonable adjustments are necessary for a pupil, parent/carer or member of staff to access the school environment and/or curriculum we will go to great lengths to make reasonable adjustments and seek advice from Outside Agencies. In order to fulfil our legal duties, our Accessibility Plan outlines the strategies in place to make our school fully accessible.

Current Data (Summer Term 2016)

Special Educational Needs and Disabilities

SEND	Cognition & Learning Need		Physical & Sensory Need		Communication & Interaction Need		Social, Emotional & Mental Health Need		Disability (within whole year group /phase)		Overall			
	No.	%	No.	%	No.	%	No.	%	No.	%	SEN Support		Statement/EHCP	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
FS2	0	0	1	13%	4	50%	3	38%	0	0	8	9%	0	0
Year 1	7	54%	0	0	5	38%	1	8%	3	23%	12	20%	1	2%
Year 2	9	60%	1	7%	2	13%	3	20%	4	27%	14	23%	1	2%
KSI	16	57%	1	4%	7	25%	4	14%	7	25%	26	22%	2	2%
Year 3	5	29%	2	12%	4	24%	6	35%	10	59%	14	22%	3	5%
Year 4	7	50%	1	7%	0	0	6	43%	6	43%	13	19%	1	1%
LKS2	12	39%	3	10%	4	13%	12	39%	16	46%	27	21%	4	3%
Year 5	8	57%	3	21%	0	0	3	21%	5	36%	12	18%	2	3%
Year 6	7	70%	1	10%	0	0	2	20%	8	80%	9	14%	1	2%
UKS2	15	63%	4	17%	0	0	5	21%	13	54%	21	16%	3	2%
Overall	43	47%	9	10%	15	16%	24	26%	36	40%	82	17%	9	2%

Outcomes for Children and Learners at SEN Support:

Attainment	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding
Maths	25%	0%	64.28%	7.14%	57.15%	0%	4.615%	0%	33.33%	0%	22.22%	0%
Reading	75%	0%	64.29%	0%	71.43%	0%	4.615%	0%	33.33%	0%	11.11%	0%
Writing	16.67%	0%	42.85%	0%	64.28%	0%	30.76%	0%	24.99%	0%	0%	0%

Progress	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
Maths	30%	0%	N/A	N/A	100%	85.72%	85.72%	71.43%	0%	0%	N/A	N/A	38.46%	15.38%	75%	33.33%	58.34%	4.167%	80%	30%	77.78%	22.22%	71.43%	57.14%
Reading	70%	0%	N/A	N/A	0%	0%	0%	0%	0%	0%	N/A	N/A	0%	0%	75%	4.167%	36.36%	27.27%	70%	20%	11.11%	11.11%	71.42%	28.57%
Writing	8.33%	0%	N/A	N/A	0%	0%	0%	0%	0%	0%	N/A	N/A	0%	0%	50%	33.33%	24.99%	16.66%	60%	30%	11.11%	11.11%	28.58%	14.29%

Outcomes for Children and Learners with a Statement/Education Health and Care Plan:

Attainment	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding
Maths	100%	0%	0%	0%	33.33%	0%	0%	0%	0%	0%	0%	0%
Reading	100%	0%	0%	0%	33.33%	0%	0%	0%	0%	0%	0%	0%
Writing	100%	0%	0%	0%	33.33%	0%	0%	0%	0%	0%	0%	0%

Progress	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
Maths	100%	0%	N/A	N/A	100%	100%	100%	100%	0%	0%	N/A	N/A	100%	100%	100%	0%	100%	0%	50%	50%	0%	0%	0%	0%
Reading	100%	0%	N/A	N/A	0%	0%	0%	0%	0%	0%	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Writing	100%	0%	N/A	N/A	0%	0%	0%	0%	0%	0%	N/A	N/A	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Outcomes for Children and Learners within the Four Areas of Need from the Code of Practice:
Year 1

Attainment	Cognition & Learning				Communication & Interaction				Sensory & Physical				Social, Emotional & Mental Health			
	On Track /Expected		Exceeding		On Track /Expected		Exceeding		On Track /Expected		Exceeding		On Track /Expected		Exceeding	
Maths	14.29%		0%		20%		0%		N/A		N/A		100%		0%	
Reading	71.43%		0%		20%		0%		N/A		N/A		100%		0%	
Writing	0%		0%		0%		0%		N/A		N/A		100%		0%	

Progress	Cognition & Learning				Communication & Interaction				Sensory & Physical				Social, Emotional & Mental Health			
	Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
Maths	20%	0%	N/A	N/A	40%	0%	N/A	N/A	N/A	N/A	N/A	N/A	100%	0%	N/A	N/A
Reading	60%	0%	N/A	N/A	80%	0%	N/A	N/A	N/A	N/A	N/A	N/A	100%	0%	N/A	N/A
Writing	0%	0%	N/A	N/A	40%	0%	N/A	N/A	N/A	N/A	N/A	N/A	100%	0%	N/A	N/A

Outcomes for Children and Learners within the Four Areas of Need from the Code of Practice:
Year 2

Attainment	Cognition & Learning		Communication & Interaction		Sensory & Physical		Social, Emotional & Mental Health	
	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding
Maths	55.55%	0%	50%	0%	100%	0%	66.66%	33.33%
Reading	55.55%	0%	50%	0%	100%	0%	66.66%	0%
Writing	22.22%	0%	50%	0%	100%	0%	33.33%	0%

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Progress	Cognition & Learning				Communication & Interaction				Sensory & Physical				Social, Emotional & Mental Health			
	Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
Maths	55.55%	22.22%	80%	60%	50%	50%	100%	100%	100%	0%	100%	100%	33.33%	0%	100%	100%
Reading	22.22%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Writing	44.44%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	33.33%	33.33%	0%	0%

Outcomes for Children and Learners within the Four Areas of Need from the Code of Practice:
Year 3

Attainment	Cognition & Learning		Communication & Interaction		Sensory & Physical		Social, Emotional & Mental Health	
	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding
Maths	0%	0%	50%	0%	100%	0%	83.34%	0%
Reading	20%	0%	75%	0%	100%	0%	83.33%	0%
Writing	20%	0%	75%	0%	100%	0%	66.67%	0%

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Progress	Cognition & Learning				Communication & Interaction				Sensory & Physical				Social, Emotional & Mental Health			
	Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
Maths	60%	20%	N/A	N/A	25%	25%	N/A	N/A	0%	0%	N/A	N/A	33.34%	33.34%	N/A	N/A
Reading	20%	20%	N/A	N/A	0%	0%	N/A	N/A	0%	0%	N/A	N/A	33.33%	0%	N/A	N/A
Writing	40%	40%	N/A	N/A	0%	0%	N/A	N/A	0%	0%	N/A	N/A	0%	0%	N/A	N/A

Outcomes for Children and Learners within the Four Areas of Need from the Code of Practice:
Year 4

Attainment	Cognition & Learning		Communication & Interaction		Sensory & Physical		Social, Emotional & Mental Health	
	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding
Maths	42.86%	0%	N/A	N/A	100%	0%	33.33%	0%
Reading	28.58%	0%	N/A	N/A	0%	0%	66.67%	0%
Writing	14.29%	0%	N/A	N/A	100%	0%	33.33%	0%

Progress	Cognition & Learning				Communication & Interaction				Sensory & Physical				Social, Emotional & Mental Health			
	Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
Maths	14.29%	14.29%	71.43%	42.86%	N/A	N/A	N/A	N/A	0%	0%	100%	100%	83.33%	33.33%	80%	0%
Reading	0%	0%	85.72%	42.86%	N/A	N/A	N/A	N/A	0%	0%	0%	0%	0%	0%	75%	50%
Writing	0%	0%	42.86%	42.86%	N/A	N/A	N/A	N/A	0%	0%	100%	100%	0%	0%	40%	0%

Outcomes for Children and Learners within the Four Areas of Need from the Code of Practice:
Year 5

Attainment	Cognition & Learning		Communication & Interaction		Sensory & Physical		Social, Emotional & Mental Health	
	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding
Maths	12.50%	0%	N/A	N/A	0%	0%	100%	0%
Reading	0%	0%	N/A	N/A	33.33%	0%	100%	0%
Writing	0%	0%	N/A	N/A	0%	0%	100%	0%

Progress	Cognition & Learning				Communication & Interaction				Sensory & Physical				Social, Emotional & Mental Health			
	Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.	Exp.	Exc.
Maths	75%	50%	71.43%	42.86%	N/A	N/A	N/A	N/A	100%	100%	50%	50%	0%	0%	100%	0%
Reading	42.87%	42.87%	42.86%	14.29%	N/A	N/A	N/A	N/A	33.33%	0%	50%	50%	0%	0%	100%	0%
Writing	25%	12.50%	28.58%	28.56%	N/A	N/A	N/A	N/A	33.33%	33.33%	50%	0%	0%	0%	100%	33.33%

English as an Additional Language

FS2			EAL ()	
Attainment			ELG achieved	Exceeding
PRIMEAREAS	Communication and Language	Listening and Attention %	91%	21%
		Understanding %	72%	16%
		Speaking %	70%	7%
	Physical Development	Moving and Handling %	93%	9%
		Health and Self-Care %	98%	16%
	Personal, Social and Emotional	Making Relationships %	81%	7%
		Self-Conf & Self-Awareness %	88%	2%
		Managing Feelings & Behaviour %	88%	5%
	SPECIFIC AREAS	Literacy	Reading %	67%
Writing %			65%	9%
Maths		Number %	74%	28%
		Shape Space and Measure %	77%	16%
		GLD %	65%	

Y1 Attainment	EAL (26)	
	On Track /Expected	Exceeding
Maths	77%	4%
Reading	96%	12%
Writing	65%	0%

Y1 Progress	EAL (26)			
	Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.
Maths	81%	19%		
Reading	58%	19%		
Writing	50%	8%		

Y2 Attainment	EAL (21)	
	On Track /Expected	Exceeding
Maths	86%	10%
Reading	86%	0%
Writing	67%	0%

Y2 Progress	EAL (21)			
	Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.
Maths	95%	86%	71%	62%
Reading	86%	71%	71%	4.8%
Writing	81%	57%	57%	19%

Y5 Attainment	EAL (35)	
	On Track /Expected	Exceeding
Maths	66% (23)	9% (3)
Reading	40% (14)	3% (1)
Writing	43% (15)	6% (2)

Y5 Progress	EAL (35)			
	Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.
Maths	60% (21)	26% (9)	36% (10)	25% (11)
Reading	54% (19)	31% (11)	46% (13)	25% (7)
Writing	63% (22)	51% (18)	61% (17)	46% (13)

Y6 Attainment	EAL (18)	
	On Track /Expected	Exceeding
Maths	72% (13)	0% (0)
Reading	39% (7)	6% (1)
Writing	44% (8)	0% (0)

Y6 Progress	EAL (18)			
	Current Year		Over Time	
	Exp.	Exc.	Exp.	Exc.
Maths	83% (15)	72% (13)	100% (11)	100% (11)
Reading	56% (10)	56% (10)	100% (11)	100% (11)
Writing	50% (9)	33% (6)	100% (11)	100% (11)

Pupil Premium

Attainment	Year 1 (7)		Year 2 (15)		Year 3 (11)		Year 4 (11)		Year 5 (10)		Year 6 (16)	
	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding	On Track /Expected	Exceeding
Maths	71% (=)	0%	73% (-3)	7% (-12)	81% (-10)	0% (=)	64% (-26)	0% (=)	80% (-10)	0% (-10)	75% (-7)	0% (-6)
Reading	86% (=)	0%	80% (-14)	13% (-25)	91% (=)	0% (-37)	73% (-27)	0% (-10)	70% (-10)	0% (-10)	75% (-7)	6%
Writing	57% (=)	0%	67% (-3)	0% (=)	81% (-10)	0% (=)	64% (-26)	0% (-10)	70% (-10)	0% (=)	63% (-2)	0%

Progress	Year 1 (7)				Year 2 (15)				Year 3 (11)				Year 4 (11)				Year 5 (10)				Year 6 (16)			
	Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time		Current Year		Over Time	
	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.	Ex p.	Ex c.
Maths	86%	14%			80%	47%	67%	27%	81%	27%			54%	45%	64%	27%	70%	50%	80%	60%	81%	44%	88%	56%
Reading	29%	14%			87%	67%	80%	33%	81%	27%			91%	27%	91%	55%	70%	40%	80%	40%	75%	56%	81%	56%
Writing	43%	14%			93%	60%	60%	7%	81%	27%			54%	27%	73%	45%	90%	60%	80%	60%	69%	31%	69%	56%

Equality Objectives

The school's equality objectives are in line with those on the School Improvement Plan.