

Burton Bradstock CE (VC) Primary School

Equality information

Part 1: Information about the pupil population

Number of pupils on roll at the school: **84**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

Disability
Ethnicity and Race
Gender
Religion and Belief

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school, we are aware that there may be some equality issues for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals
Pupils with Special Educational Needs (SEN)
Pupils with English as an additional language
Pupils with a Traveller heritage
Young carers
Looked after children
Other vulnerable groups

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

- **There are a small number of pupils who are from protected groups. We are aware of these through our census data and we closely monitor their progress**
- **There are 50 boys and 34 girls on roll**
- **9 out of the 11 pupils on the SEN register are boys**
- **FSM pupils make good progress**
- **SEN pupils make good progress overall**
- **No racist incidents have been reported**

We are committed to working for the equality of all our staff, children and parents. To meet our duties under the Equality Act 2010 we have due regard to the need to:

Eliminate unlawful discrimination by:

- **Adoption of the single equality policy**
- **Our anti bullying policy ensures all children feel safe at school and addresses prejudice related bullying**
- **Behaviour logs are used to monitor types of bullying and the groups involved**
- **Behaviour code developed with the children emphasises the importance of respect**

- **Racist incidents are reported, responded to and monitored**
- **Monitoring and analysing children's take up of activities, behaviour and achievement by ethnicity, gender, disability and other characteristics and act on any trends or patterns in the data that requires additional support for pupils**

What has been the impact of our activities? What do we plan to do next?

- **Ensure that all stakeholders (staff, pupils, parents/carers and Governors) are aware of the policy and keep up-to-date with the relevant guidance**
- **All children are aware of the school's behaviour code**
- **Continue to support Anti-Bullying week**
- **Ensure that each class has a system so that all children feel confident to communicate with staff if they have a problem**

Advance equality of opportunity by:

- **Using the information we gather to identify underachieving groups or individuals and plan targeted interventions**
- **Ensuring that the range of after school clubs offer opportunity to boys and girls**

What has been the impact of our activities? What do we plan to do next?

- **Greater uptake of boys in after school clubs**
- **Seek every opportunity to promote positive role models through outside club leaders such as Team theme, members of the church community leading assemblies, inviting Dads/Grandads into school to help out**
- **Consider clubs to further engage boys**
- **Ensure that FSM children are able to access after school clubs (transport/funding) if they wish to do so**

Foster good relations and community cohesion by:

- **Taking part in Anti bullying week**
- **Identifying opportunities to develop an understanding of equality and diversity issues – through SEAL, RE and Geography lessons**
- **Children taking part in village events e.g. pantomime, Christingle service**
- **Promoting events in our local village community such as church events, Fruit and Produce show, Poppy Day Coffee Morning**

What has been the impact of our activities? What do we plan to do next?

- **Children have a greater understanding of equality and diversity**
- **Improve knowledge of another culture and develop links further through correspondence and fund raising**
- **Ensure that Equality and diversity is embedded in the curriculum**
- **Communicate our work on Equality and diversity to parents and our local community**

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are:

- Questionnaires
- Parent suggestions box
- Noticeboard
- School Council
- Circle times
- Staff meetings

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
21.2.12	Parents/Carers	Questionnaire	
21.2.12	Pupils	Circle time	
27.2.12	Staff	Staff meeting	
1.3.12	Governors	Feedback at full Governors meeting	

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised.

Date	Policy or decision	Equality issues we considered	Action taken or changes made
Sept 2010	Visual timetables in school	How visual timetables in school support ASD children	Visual timetables now used in all classrooms for all children
Jan 2012	Setting up a music group/orchestra	What would best appeal to boys	Samba band started
June 2011	Fairtrade week	Introducing children to idea of a global community	Fairtrade week to be held in February 2012. Continue to promote Fair Trade through Friends' shopping events
Ongoing	School meals (Local Food Links)	How to develop awareness of cultural diversity	Themed meals such as Chinese New Year