



# **Burton Bradstock CE Primary School**

Part of the Minerva Learning Trust

## **Equality information**

### **Part 1: Information about the pupil population**

Number of pupils on roll at the school: 83 (July 2018 figures)

#### **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 a number of 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  
Pupils from low income households  
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).

At Burton Bradstock CE Primary School, we have a roughly equal split between boys and girls, although there is inequality of gender in particular year groups (e.g. 2 girls and 10 boys in Year 6)  
16.5% of the pupils are on the SEN register, with 3.5% with an Education, Health and Care plan.  
8% of the pupils are entitled to free school meals, with slightly more girls than boys.

Progress and Attainment (Inspection Dashboard for 2016):

- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS developmental groups was close to or above national figures for other pupils
- The proportion of disadvantaged pupils that met the expected standard for phonics was above the national figure for other pupils in Year 1
- Attendance was low for the groups: Free School Meals, SEN support

Progress of Groups (KS2 - 2017/18):

- Girls made more progress than boys across Reading, Writing and Maths
- Disadvantaged pupils made more progress than non-disadvantaged pupils in Reading
- SEN Support pupils made more progress than non-SEN pupils in Reading and Maths
- SEN EHCP made less progress than non-SEN pupils and SEN Support pupils

Inclusion practices:

- To support working families we provide an onsite breakfast club every morning. The school pays for disadvantaged pupils to attend.
- We use Pupil Premium to enhance educational provision and support curriculum activities, e.g. residential visits to ensure these children do not miss out.
- Children with additional needs are fully supported through positive interventions and guidance from SENSS and Educational Psychology services.

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
- Report, respond to and monitor racist incidents.
- Behaviour code developed with the children emphasises the importance of respect
- 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

**Advance equality of opportunity by:**

- Using the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Ensuring participation of all parents and pupils in school development.
- Ensuring that school clubs and other out of school activities are accessible to all by providing additional support as needed and by ensuring that clubs appeal to a wide range of interests e.g Puppet Club, Basketball Club, Football Club, Nerf Wars

Club, Archery, Drama

- Monitoring Pupil Premium termly to ensure that all children receive equal opportunities
- Awarding bursaries for children to attend residential trips

#### **Foster good relations and community cohesion by:**

- Holding an Anti-bullying week each year
- Sports and other events through the Minerva Learning Trust and links with our local secondary school
- Ensuring Equality and diversity is embedded in the curriculum
- Involvement in our local community e.g. church services, Village coffee stop, poppy poster competition etc.
- Links with the local church including Open the Book assemblies and the Christingle service
- Developing the children's understanding of the wider community e.g. election day, Sports Relief, celebrating the Royal Wedding

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

- School Clubs and other out of school activities have been attended by all groups of pupils
- There have been a wider range of role models within the school including male leaders and the involvement of dads in clubs/interventions and PTA roles
- The Breakfast Club has been successful in engaging families and supporting those who have a need to attend Breakfast Club
- **Next steps:**
- Ensure that all groups have the skills and vocabulary needed for effective communication
- Ensure that we have due regard for equality when establishing an Early Years Foundation Unit
- Continue to run a daily Breakfast Club

## **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:

Parent questionnaires  
 Pupil questionnaires  
 Parent consultations  
 Parent Forum  
 Opportunities to speak with school governors - parent consultations and Year 6 leavers

## **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.

<b>Date</b>	<b>Policy or decision</b>	<b>Equality issues we considered</b>	<b>Action taken or changes made</b>
September 2017	Clubs rota fixed	Attendance of pupils with additional needs.  Attendance of pupils who may not be able to afford fees for clubs	Additional adult support organised so that children with additional needs can attend clubs.  Bursaries awarded to attend clubs.
September 2017	Set up of a Breakfast Club on site.	Attendance of pupils with additional needs.  Attendance of pupils who are disadvantaged.	Member of school staff available to support the pupil.  Attend without charge.
September 2017	Residential trips being inclusive	Attendance of pupils with additional needs.	Additional adult support organised so that children with additional needs are able to attend and fully participate in residential trips.