

VERWOOD CE VA FIRST SCHOOL

Equality information

Part 1: Information about the pupil population

Number of pupils on roll at the school: **302**

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

* The Equality 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.'

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

Publishing information

To comply with the Equality Act we have considered the information that is suitable for publication and we have selected relevant information for publication.

Our school is applying proportionality to the Equality Act¹ and in view of the small number of pupils on roll we provide here a short evidenced account of our equality priorities and work, with an indication of trends and issues.

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).

- Pupils eligible for FSM do at least as well as other similar children.
- Most SEND children do as well or better than other similar children.
- Most children from ethnic minority groups do as well as other similar children.
- Boys make less progress than girls at Verwood First but better than boys average in for similar Dorset schools

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. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act.

We are committed to working for the equality of all our staff, children and parents and to meet our duties under the Equality Act 2010

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 and engaging in anti-bullying week.*
- Logging bullying incidents and addressing any links between bullying behaviour and children / families with protected characteristics.
- Report, respond to and monitor racist incidents.
- Accessibility Plan that is reviewed annually.

¹ Equality information and the equality duty: A guide for public authorities, EHRC

Advance equality of opportunity by:

- Use the information we gather to identify underachieving groups or individuals and plan targeted interventions to address this.
- *Ensuring participation of all parents and pupils in school development.*
- Ensuring all children have equality of opportunity to participate in clubs, activities and responsibilities.

Foster good relations and community cohesion by:

- Working on Anti bullying week.
- Using SEAL as a basis for our PSHE curriculum.
- Ensuring Equality and diversity is embedded in the curriculum.
- School linking projects through EDEP Oct12
- Support McMath foundation
- School council choosing and supporting charity annually
- Linking with the community through projects like shoebox / fair-trade. Putting on events for the community within school.

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

- School evaluation partner reviewed practice and classed school as outstanding provision for inclusion.
- There have been no exclusions from school this year.
- Children appreciated and understand how fortunate they are in comparison to other children in the world.
- Children are aware of themselves as learners and use the 6 Rs to evaluate themselves.

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives. Refer to Single Equality Action Plan

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information please contact:

Mr Adam Parsons

Tel: 01202 822652 e mail office@verwoodfirst.dorset.sch.uk

Information on pupils by protected characteristics

Where it may be possible to identify individuals from the information provided (when the number of pupils with a particular protected characteristic is fewer than 10 and the information is 'sensitive personal information') we have decided not to release the information/have indicated this by the use of an asterisk

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	259	90%
SEN support	25	9%
Educational Health Care Plan	4	0.1%

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	*	*	*	Mixed			
Indian heritage	*	*	*	Other mixed heritage	*	*	*
Other Asian heritage	*	*	*	White and Asian	*	*	*
Pakistani heritage	*	*	*	White and Black African	*	*	*
Black or Black British				White and Black Caribbean	*	*	*
Black African heritage	*	*	*	Any Other Ethnic Group	*	*	*
Caribbean heritage	*	*	*	White			
Other heritage	*	*	*	British heritage	141	132	273
Chinese	*	*	*	Irish heritage	*	*	*
				Traveller of Irish heritage	*	*	*
				Gypsy / Romany	*	*	*
				Any Other White background	*	*	*
Information withheld					*	*	*
						*	

Religion and Belief			
Buddhist	*	Sikh	*
Christian	272	No religion	16
Hindu	*	Other religion	*
Jewish	*	Unknown	*
Muslim	*		

Gender	
Male	148
Female	143

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	N/A
Pupils who have recently given birth	N/A

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 wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	*	*	*	*
Number of pupils who are at an early stage of English language acquisition	*	*	*	*

Pupils from low income households				
	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	*	*	16	5%

Looked after children

*

Young carers

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Other vulnerable groups

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