

Wimborne First School

Equality information

Part 1: Information about the pupil population

Number of pupils on roll at the school: **294**

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.

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).

To indicate gaps in attainment, inequalities of outcome and relations between different groups of pupils as a percentage of pupils within the above groups would be anomalous due to the small number of pupils at Wimborne First School. To indicate gaps in attainment, inequalities of outcome and relations between numbers or pupils who fit within any one of the different groups above would put the particular pupils at a disadvantage and also become discriminatory. Through rigorous tracking and monitoring of groups including progress and attainment, and by providing equal opportunities to access educational

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

activities and intervention during and after school, we aim to ensure the gap in attainment for pupils within any of the above different groups remains less than the gap nationally. By 'gap' we mean the difference in attainment and progress between pupils who fall within the different groups above and other children within their class.

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 and Positive behaviour Policies ensure all children feel safe at school and address prejudicial bullying
- Reporting, responding to and monitoring racist incidents.
- Regularly monitoring the curriculum to ensure these learning opportunities across the curriculum are in place to promote respect for diversity and challenge negative stereotyping.
- Teaching styles and expectations giving equal entitlement to success.
- Tracking children's progress to ensure that they are achieving in line with their capabilities
- Ensuring all pupils have the opportunity to access extra-curricular provision, school council, after school clubs etc.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advance equality of opportunity by:

Using the information we gather to identify underachieving groups or individuals and plan targeted intervention.

Ensuring participation of all parents and pupils in school development, e.g. through parent and pupil surveys.

Listening to parents and carers at: parent-teacher meetings; feedback about home learning; comments in home-link books; open door policy.

Listening to pupils in school council; pupil voice boxes.

Foster good relations and community cohesion by:

Being a Rights Respecting School (level 1)

Being an Eco School

Ensuring Equality and diversity is embedded in the curriculum and in collective worship

Creating opportunities for links within the local community (use of the school site, PTFA events, Wimborne in Bloom, Wimborne Minster links etc).

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

- Appropriate learning opportunities experienced by the children
- Collective worship provides opportunities to reflect on issues of Equality.
- Learning resources all checked and appropriate resources acquired.
- All children have equality of opportunity and experiences
- Teaching and learning ensures inclusive practices providing equal opportunities for all groups of children.
- Children with a disability or identified needs receive appropriate support and make expected progress.
- Tracking monitors all groups and appropriate action is taken as necessary.
- Any case of discrimination is dealt with appropriately in accordance with school policy.
- Governors play an active role in ensuring policies provide equality of opportunity.
- Parents and carers views are taken into account by the school when formulating policy.
- Views of parents, carers and pupils are used to shape the further development of the school.
- All children and adults with a disability have equality of opportunity and experience a sense of belonging.
- All children have the opportunity of being elected to school council and the Eco committee, and undertaking responsibilities within their classes.
- The school will seek parents and carers views on how it deals with Equality of opportunity at school, and any concerns about bullying and behaviour.
- The school will seek to encourage greater parent participation in events.

Part 3: Consultation and engagement

We aim to engage with and consult with pupils, staff, parents and carers, 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 and carer, and pupil surveys;
- voice boxes in classes
- open door policy
- school newsletter
- school council
- parents evenings
- curriculum workshops

Record of consultation and engagement

Date	Who we consulted	Summary	Action taken
Oct 16	PSHE Groups	Discussion on safe play, anti-bullying, pupil voice	Views taken into account in renewing the PSHE Policy
June 16	Parents and carers, pupils, staff	Ofsted Questionnaire	Information led back to Governors

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 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
May 2016	Review the behaviour policy. This was done in consultation with pupils, staff and governors, and parents via a consultation.	To incorporate actions with regard to prejudicial bullying and disability, ethnicity, race, gender, religion and belief.	Policy changed to include statutory guidance from the DfE.

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.

Equality objective 1:

Monitor all learning resources to ensure that they do not reinforce stereotypes, and ensure they provide equality of opportunity and accessibility, including trips, visits and visitors.

Progress we are making on this objective:

All subject leaders review provision for their subject taking into account the needs of all pupils. Using information from literacy tracking and to continue to raise standards we are in the process of purchasing a number of books targeted to encourage reading more widely from a wider range of interests.

Equality objective 2:

To achieve Rights Respecting Schools level 2.

Progress we are making on this objective:

To embed P4C – Links with Deed

Equality objective 3:

To ensure that the school's resources are distributed fairly so that all children receive support commensurate with their needs as far as is reasonably possible.

Progress we are making on this objective:

Financial statements and financial benchmarking evidence indicate that no groups have been overlooked or discounted in the allocation of school resources; The SEN budget and other funding streams for potentially more vulnerable pupils (such as the Pupil Premium) are monitored annually to ensure value for money.

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:

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Information on pupils by protected characteristics

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	255	86%
SEN Support	30	10.2%
Education, health and care plan	5	1.7%
Statement	1	0.3%

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	2	1	3	Mixed			
Indian heritage				Other mixed heritage	1	1	2
Other Asian heritage				White and Asian	1	4	5
Pakistani heritage				White and Black African	1	2	3
Black or Black British				White and Black Caribbean	2		2
Black African heritage				Any Other Ethnic Group	2		2
Caribbean heritage				White			
Other heritage	1		1	British heritage			
Chinese	1		1	Irish heritage			
				Traveller of Irish heritage			
				Gypsy / Romany			
				Any Other White background	3	7	10
Information withheld							
Information not yet obtained							

Religion and Belief			
Buddhist	1	Sikh	0

Christian	138	No religion	124
Hindu	1	Other religion	15
Jewish	0	Unknown	10
Muslim	5		

Gender	
Male	151
Female	143

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	5	5	10	3.4%
Number of pupils who are at an early stage of English language acquisition	0	0	0	0

Pupils from low income households				
	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	18	10	28	9.5%

Looked after children

1

Young carers

0

Other vulnerable groups

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