

The Blandford School

Equality information

Part 1: Information about the pupil population

Number of pupils on roll at the school: 1100

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.

Where there are students who are pregnant or have young children, we will offer support to enable equality of opportunity.

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).

1. We aim to improve the attainment of boys at GCSE. At present they are performing less well than girls.
2. We take all forms of bullying and racist behaviour very seriously. Numbers of incidents are monitored carefully on a central database. We seek to reduce the number of such incidents through effective interventions and education.
3. We seek to ensure our curriculum is sufficiently varied to ensure all students can achieve a measure of success and a sense of achievement. We will continue to develop our curriculum to provide a quality and meaningful experience for all our learners.

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.

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

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
- Report, respond to and monitor racist incidents

Advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted interventions
- Providing a broad curriculum which enables all students to enjoy their learning and to achieve
- Ensuring participation of all parents and students in school development

Foster good relations and community cohesion by:

- Rights Respecting Schools – The School Charter
- Anti bullying week
- Ensuring Equality and diversity is embedded in the curriculum
- School linking projects (e.g. Elmgreen School in South London, Joy Standard High School in Ghana)

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

- Our partnership with Elmgreen School in S. London goes from strength to strength. In June 2012 a group of Year 8 students will be undertaking a return trip to the S.London school.
- Students say they feel safe in school and that incidents of a bullying or racist nature are dealt with effectively by staff. We seek to reduce the number of bullying and racist incidents that are reported to us every year.

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:

Student and Parent Surveys (annually)

Parent Forum meetings (half-termly)

Guidance and Welfare meetings (half-termly)

Governor meetings (T&L, Student and Community, FGB) (half-termly)

School Parliament meetings (half-termly)

Record of consultation and engagement

| Date | Who we consulted | Summary | Action taken |
|----------|-------------------|--|--|
| Oct 2011 | Parent Forum | Issue of provision for Gifted and Talented was raised | G&T register for Year 8 and 9 students published to all staff |
| Feb 2012 | Parent Forum | Behaviour Policy was shared with parents. Concern about use of social network sites for bullying (and other things) | Recommended for passing by Governors Reminders of the need for care in using social networking sites broadcast through tutor notices for a week |
| Jan 2012 | School Parliament | Discussion about the right to wear charity wristbands | This was voted on and passed in a staff 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 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 |
|----------|------------------------|---|---|
| Jan 2012 | Single Equality Policy | Equality of Staff | Questionnaire to be sent out to staff March 2012 |
| Feb 2012 | Work Experience Policy | Importance of ensuring appropriate placements are found for all students and that vulnerably students are monitored carefully | Work Experience replaced by WRL week in March 2012, but care given to ensure all students can access all activities |

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: Improve the attainment of boys at GCSE

Progress we are making on this objective:

Half-termly RAP and DAP meetings ensure boys' progress is being tightly monitored and that interventions are put in place as required

Equality objective 2: Eliminate unlawful discrimination, harassment & victimisation

Progress we are making on this objective:

Creation of a central database where incidents can be monitored and analysed by groups.

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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