EQUALITIES INFORMATION

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The Public Sector Equality Duty 2011 has three aims under the general duty for Schools and Academies:

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.

Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people

Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our School has considered how well we currently achieve these aims with regard to the eight protected equality groups : race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief and sexual orientation

In compiling this equality information we have :
Identified evidence already in the setting of equality within policies and practice and identified gaps.
Examined how our setting engages with the protected groups, identifying where practice could be improved.

Protected characteristics	Aims of the general duty		
	What evidence do we hold that we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
Race	Implementing RASA NOHIB Analysis of data for every year group Anti-bullying policy Whistle blowing Policy	Clear Race Equality policy & procedures NOHIB analysed annually Religious observance policy Personal approaches where language barriers exist	PSHE curriculum School expectations Assemblies
Disability	Whistle blowing Policy Inclusion Policy DDA	Use of support Care plans Modifications made to include all / meet needs	Social aspects form part of targets Children supported within class PSHE curriculum
Sex	Whistle blowing Policy RASA Equality Policy Analysis of data	Analysis of pupil data Gender representation in a variety of school roles Equal access to sport /activities	Implementation of equal opportunities Policy PSHE curriculum
Gender Reassignment	Whistle blowing Policy RASA N/A	N/A	N /A

Pregnancy and Maternity	Whistle blowing Policy RASA Risk assessments ensure inclusion Flexibility Time off for appointments Governors consider part-time working requests	Risk assessments Equal opportunities for those on maternity leave	Flexibility of approach Keeping in touch days
Age	Whistle blowing Policy RASA Equality Policy	Equal opportunities for all in terms of working practice, professional development, promotion	Adapt activities /events for mixed ages Opportunities offered to all ages (work experience, volunteers) Flexible responses to commitments
Religion and Belief	Whistle blowing Policy RASA Collective Worship Policy Assemblies School ethos and aims RE curriculum	Time off for Religious observance	RE curriculum Assemblies Cultural events
Sexual Orientation	Whistle blowing Policy RASA PSHE curriculum	Equality Policy	

Engagement – How School Engages Protected Groups

Protected characteristics	Aims of general duty		
	How have we engaged with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation?	**How have we engaged with the protected groups in order to advance equality of opportunity?**	**How do we engage with protected groups in order to foster good relations ?**
Race	Leadership commitment. Existing data processes	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs
Disability	Leadership commitment	N/A	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs
Sex	Leadership commitment Existing data processes	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information

			• Recruiting and employing people fairly and • Meeting specific needs
Gender Reassignment	N/A	N/A	N/A
Pregnancy and Maternity	Leadership commitment	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs
Age	Leadership commitment	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs
Religion and Belief	Leadership commitment	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs

Sexual Orientation	Leadership commitment	Relevant engagement in formulating policies	Discussion Ethos and commitment from school Ensuring acceptable behaviour • Responding to complaints and incidents in a positive and pro-active way • Providing access to services, facilities and information • Recruiting and employing people fairly and • Meeting specific needs

EQUALITIES OBJECTIVES ACTION PLAN

DATE OF PUBLICATION 6/4/12

Objective	Which protected group(s) will this most affect/influence	How will we know we have achieved the objective?	Lead and other key players	Date	Annual Red/Amber/Green rating
To establish data collection systems to inform/identify protected groups.	All groups (staff)	Clear profile of identified groups	G Wilson M Vickers	Nov 2012	
To establish data collection systems to inform /identify protected groups	Race, sex, disability, religion or belief (child)	Clear profile of identified groups	G Wilson M Vickers	Nov 2012	
To continue to analyse pupil data to identify under performing groups and in this way reduce and remove inequalities in attainment throughout the school.	All known groups	Termly data analysis identifies key under performing groups	M Vickers and all teaching staff.	Ongoing	

Equality Duty – Profile of Children at Woodhouses Voluntary Controlled Cof E and Free Church School

Data from 2011 RaiseOnline Report

Of the 138 pupils in school during the academic year 2010/11 55% were boys and 45% were girls.
9.4% of pupils were from minority ethnic groups with 1.4% not having English as their first language.
10% of pupils were identified as having Special Educational Needs.
Overall Average Point Scores at KS1 showed no significant difference between the attainment of boys and girls although girls performed slightly better in reading and boys in mathematics. Both groups performed the same in writing. Both groups were around national averages.
All pupils from minority ethnic groups performed well above national averages although statistically this is a very small group. There were no children with English as an Additional Language.
Overall Average Point Scores at KS2 again showed no significant difference between the attainment of boys and girls although boys did perform slightly better. Boys performed above the national average for boys in both English and mathematics and girls performed below the national averages for girls. Other groups were too small to make a statistically relevant comment.

Foundation Stage Profile

Overall Average Point Scores at the end of Foundation Stage showed boys outperforming girls with boys above the Local Authority Average for boys and girls below the Local Authority Average for girls. This apparent imbalance is however explained by particular characteristics of this cohort of pupils.