



Equalities information 2015 / 16

The Public Sector Equality Duty 2011 has three aims under the general duty for schools/academies and settings:

1. 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.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of protected groups where these are different from the needs of other people.
3. 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 protected equality groups: race/disability/sex/gender reassignment/ age/pregnancy and maternity/ religion and belief/sexual orientation.

In compiling this equality information we have:

- Identified evidence already in the school of equality within policies & practice and identified gaps
- Examined how our school engages with the protected groups, identifying where practice could be improved
- Analysed our effectiveness in terms of equality

Summary of evidence

1. Of our equalities

- In relation to RACE, the evidence we hold tells us that pupils from black and minority ethnic backgrounds make similar progress compared to other groups; participation in groups reflects the school profile in terms of ethnicity
- In relation to DISABILITY the evidence we hold tells us that the progress of pupils with PMLD and ASD's is accelerated when they are placed in specialist bases. participation in groups reflects the school profile
- In relation to SEX, the evidence we hold tells us that boys' and girls' progress is very similar and that both sexes have a relative weakness in writing. Participation in groups reflects the school profile
- In relation to GENDER REASSIGNMENT, the evidence we hold tells us that we have no identified group currently
- In relation to AGE, the evidence we hold tells us that we do not discriminate in relation to age
- In relation to PREGNANCY & MATERNITY, the evidence we hold tells us that we have no identified group currently
- In relation to RELIGION & BELIEF, the evidence we hold tells us that pupils make similar progress compared to other groups; participation in groups reflects the school profile
- In relation to SEXUAL ORIENTATION, the evidence we hold tells us that we have no identified group currently

2. How we currently engage with protected groups

- In relation to RACE, our self-evaluation tells us that we are engaging well with groups of different ethnicity and will continue to explore further opportunities
- In relation to DISABILITY, our self-evaluation tells us that we endeavour to cater for the diverse and often complex needs of all our pupils and do so with significant success
- In relation to GENDER, our self-evaluation tells us that girls and boys make similar progress
- In relation to GENDER REASSIGNMENT, our self-evaluation tells us that we have no identified group currently
- In relation to AGE, our self-evaluation tells us that we do not discriminate
- In relation to PREGNANCY & MATERNITY, our self-evaluation tells us that we have no identified group currently
- In relation to RELIGION & BELIEF, our self-evaluation tells us that pupils from different religions with a range of beliefs make similar progress
- In relation to SEXUAL ORIENTATION, our self-evaluation tells us that we have no identified group currently

3. Our equality analysis – how effective and influential we think we currently are in achieving the 3 aims of this duty for each of the protected groups.

(We have used 3 categories: not-applicable; requires improvement; good)

- In relation to RACE, our judgement is: good
- In relation to DISABILITY, our judgement is: good
- In relation to GENDER, our judgement is: good our evidence tells us that “boys and girls” progress is very similar and that both sexes have relative weaknesses in writing; participation in activities reflect the school profile
- In relation to GENDER REASSIGNMENT, our judgement is: not applicable at present
- In relation to AGE, our judgement is: good
- In relation to PREGNANCY & MATERNITY, our judgement is: good (for staff) not applicable at present (for pupils)
- In relation to RELIGION & BELIEF, our judgement is: good
- In relation to SEXUAL ORIENTATION, our judgement is: not applicable at present