



Budmouth College Equality Information

Updated April 2017

This information should be read in conjunction with:

Budmouth Single Equality Policy: enclosed

Budmouth Accessibility Plan: enclosed

Equality Governor: Andrew Prowse

Member of Staff with Equality Overview: Mark Cavill

Employee's equality information

Information about the staff population

Staff Profile:

Age

16-24	14
25-39	59
40-49	87
50-59	74
60-64	29
65+	18

Disability: Not known

Ethnicity:

White British	267
White Irish	3
White Asian	3
White European	6
Any other mixed background	2

Sex:

Female	186
Male	95

F/Ptime:

Full time	152
Part time	129

Information about the pupil population

Number of pupils on roll at the school: **1708**

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.

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 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	1481	86.6%
SEN Support	93	5.5%
TEACHER SUPPORT	98	5.75%
Statement/EHCP	36	2.15%

Ethnicity and race							
Asian or Asian British	Boys	Girls	Total		Boys	Girls	Total
Bangladeshi heritage	*	*	16	Mixed			
Indian heritage		*	*	Other mixed heritage	*	*	16
Other Asian heritage	*	*	*	White and Asian	*	*	19
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	822	772	1594
Chinese	-	*	*	Irish heritage		*	*
				Traveller of Irish heritage			
				Gypsy / Romany			
				Any Other White background	20	18	38
Information withheld					*	*	*
Information not yet obtained							

Information on other groups of pupils cont.

Religion and Belief			
Buddhist	*	Sikh	*
Christian	789	No religion	310
Hindu	*	Other religion	33
Jewish		Unknown	547
Muslim	14		

Gender	
Male	884
Female	824

Pregnancy and maternity	
	Number of pupils
Pupils who are pregnant	
Pupils who have recently given birth	*

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	25	25	50	2.95%
Number of pupils who are at an early stage of English language acquisition				

Pupil from low income households				
	Boys	Girls	Total	Percentage of school population
Number of pupils currently eligible for free school meals	122	130	252	14.75%

Looked after children

*

Young carers

*

Other vulnerable groups

N/A

Attainment, Percentage Achieving Thresholds at GCSE and equivalent by pupil Characteristics – 2016

PLEASE SEE SEPARATE TABLE ENCLOSED: Page 16

'Budmouth College (URN: 113902 DfE No. 8355402)
Attainment at Key Stage 4'

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 through:

- **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**
- **Using our Code of Conduct**
- **Weekly assemblies**
- **Intervention by Progress Leaders and Behaviour Support Leaders**
- **Development Days**
- **Regular INSET Sessions on closing the SEND gap**
- **Our College Improvement Plan addresses the need to close the gap in attainment between Specific Groups**
- **Our continued focus on Progress 8 achievement in relation to disadvantaged and SEND students**

Advance equality of opportunity through:

- **Using the information we gather to identify underachieving groups or individuals and plan targeted interventions**
- **Our Tracking of Progress process**
- **Continuing to develop the participation of all parents and pupils in school development**
- **Parental Questionnaires**
- **Student Voice and Student Leadership Programme**
- **Departmental Monitoring**
- **Learning Walks**
- **SLT and Subject Leader work sampling process**
- **Our Attendance and Fastrack Process**
- **Our Progress Fortnight**
- **Regular reviews of this information**
- **Further development of our delivery of SMSC**

Foster good relations and community cohesion through:

- **Ensuring Equality and diversity is embedded in the curriculum**
- **School linking projects (UK or abroad)**
- **The College's Parents' Forum**
- **Communication by Budmail**
- **Parents' Questionnaires**
- **Year 8 Options' Evenings**
- **Parents' Evenings**
- **Links with Primary Schools**
- **Partnership within the Jurassic Coast Teaching School Alliance**
- **Continuing school improvement work through the JCTSA and other local schools**

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

Student attainment continues to be our focus

Intervention Strategies continue to support specific students

Effective use of the Pupil Premium Funding through the College's Pupil Premium Guarantee – please see our website for further details

Addressing any Racist incidents according to our code of conduct

Addressing any Bullying incidents according to our code of conduct

We continue to develop the role of the Subject Leader, Progress Leader and Behaviour Support Leader to focus on the attainment of specific groups

We will continue to provide intervention packages for all specific groups of students to bring their results in line with non-specific groups and to ensure they gain full access to the curriculum and college life.

Part 3: Consultation and engagement

We aim to continue to engage 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:

Consultation with SLT

Consultation with all staff

Consultation with Governors

Pupil Questionnaires with Progress Leaders and Year Teams:

Parent Questionnaires at Parents' Evenings

Equalities Parent Questionnaires at the Parents' Forum

Equalities student Questionnaires

Record of consultation and engagement:

Date	Who we consulted	Summary	Action taken
Annually	Pupils	Interview with Progress Leaders and Assistant Principal in charge of Equalities	Equality Objectives created and reviewed.
Twice a Year	Parents	Parents' evenings' Questionnaires Parents' Forum Questionnaires	Equality Objectives created and reviewed Action is taken by SLT when/if Parental Concerns are raised
Annually	SLT/Governors	Discussion and implementation of Equality objectives/info	Equality info/objectives published and reviewed

ALL VIEWS ARE TAKEN INTO ACCOUNT IN THE DECISION MAKING PROCESS

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
Ongoing	All Policies up for review	We aim to eliminate discrimination and advance equality of opportunity.	All policies are reviewed to ensure due regard.
Ongoing	Curriculum Design	We aim to ensure that all students are able to access the curriculum	Curriculum Review 16/17
Ongoing	New Building Development	We aim to ensure that all students are able to access the College buildings	Ongoing Building Review 16/17

When policies are due for renewal, they will be checked to ensure that they demonstrate that we have considered the protected characteristics within our Equality Information.

Part 5: Our Equality Objectives

Please see Equality Objectives Action Plan 2017 for Updates

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.

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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Andrew Prowse

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KS4 summary overall and by low, middle and high prior attainment 2016 (4 pages) For all and disadvantaged pupils (Dis)

	Sig+ and top 10%
	Sig+ not top 10%
	Sig- not bottom 10%
	Sig- and bottom 10%

	All	Dis
National	Figure for national all	Figure for national other

	1 or more grades above national
	0.5 to <1 grade above national
	0.5 to <1 grade below national
	1 or more grades below national

Progress 8							Attainment 8																				
Overall																											
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis											
Score		248		52		250		53		School		49.34		43.30		National		49.50		52.72							
CI +/-		-0.23		-0.61		0.13		0.29		Difference		-0.16		-9.41		Rank		93									
Rank		93																									
		Low		Middle		High				Low		Middle		High													
		All		Dis		All		Dis		All		Dis		All		Dis											
Cohort		35		11		139		30		74		11		Cohort		35		11		139		30					
Score		-0.26		-0.32		-0.25		-0.82		-0.19		-0.34		School		30.17		31.09		47.53		41.27		62.42		60.27	
National		0.00		0.19		0.00		0.14		0.00		0.07		National		28.56		31.32		49.01		50.77		64.30		65.12	
Difference		-0.26		-0.50		-0.25		-0.96		-0.19		-0.41		Difference		1.61		-0.23		-1.47		-9.50		-1.88		-4.84	
CI +/-		0.35		0.63		0.18		0.38		0.24		0.63		Diff (grades)		0.2		0.0		-0.1		-1.0		-0.2		-0.5	
Rank								96																			

English element																											
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis											
Score		248		52		250		53		School		10.86		9.96		National		10.44		10.98							
CI +/-		-0.01		-0.27		0.14		0.31		Difference		0.42		-1.01		Rank											
Rank		90																									
		Low		Middle		High				Low		Middle		High													
		All		Dis		All		Dis		All		Dis		All		Dis											
Cohort		35		11		139		30		74		11		Cohort		35		11		139		30					
Score		0.10		0.24		-0.07		-0.53		0.05		-0.08		School		8.00		8.55		10.47		9.47		13.11		12.73	
National		0.00		0.16		0.00		0.11		0.00		0.05		National		6.85		7.36		10.44		10.72		12.99		13.12	
Difference		0.10		0.08		-0.07		-0.64		0.05		-0.13		Difference		1.15		1.19		0.04		-1.25		0.11		-0.40	
CI +/-		0.37		0.66		0.19		0.40		0.26		0.66		Diff (grades)		0.6		0.6		0.0		-0.6		0.1		-0.2	
Rank								90																			

Mathematics element																											
Cohort		All		Dis		Cohort		All		Dis		Cohort		All		Dis											
Score		248		52		250		53		School		9.62		8.49		National		9.74		10.41							
CI +/-		-0.28		-0.61		0.15		0.34		Difference		-0.12		-1.92		Rank											
Rank		88																									
		Low		Middle		High				Low		Middle		High													
		All		Dis		All		Dis		All		Dis		All		Dis											
Cohort		35		11		139		30		74		11		Cohort		35		11		139		30					
Score		-0.33		-0.70		-0.23		-0.57		-0.37		-0.62		School		5.09		4.73		9.40		8.60		12.27		11.64	
National		0.00		0.19		0.00		0.12		0.00		0.06		National		4.92		5.49		9.64		9.97		13.01		13.16	
Difference		-0.33		-0.89		-0.23		-0.69		-0.37		-0.68		Difference		0.17		-0.76		-0.25		-1.37		-0.74		-1.52	
CI +/-		0.41		0.73		0.21		0.44		0.28		0.73		Diff (grades)		0.1		-0.4		-0.1		-0.7		-0.4		-0.8	
Rank								91																			

Significance tests for overall progress scores of all pupils and disadvantaged pupils in the school compare them with the national figure for all pupils, which is 0. Tables that show progress for prior attainment groups or show attainment contain national comparators. The comparator used for disadvantaged pupils is the national figure for other pupils (non-disadvantaged pupils).

For disadvantaged pupils in the school, the difference shown is with the national figure for other pupils (non-disadvantaged pupils).

Significance tests for disadvantaged prior attainment groups in the school compare their progress score with the national figure for other pupils.

CI +/- shows the length of the confidence interval above and below the progress score. Rank is shown for the top and bottom 15%.

Attainment shading is displayed for prior attainment groups only. It is applied where the difference from national is equivalent to 0.5 or more grades.