



Wateringbury Church of
England Primary School

Equality Information and Objectives

(public sector equality duty)

Statement for Publication

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Learning, growing, achieving.....our journey together with God.

Wateringbury CE Primary School – Equality Information and Objectives

Our Vision and Values

Guided by our Christian values and nurturing culture, we aspire to enable everyone to grow to meet the challenges of our ever-changing world and to reach out to the wider community.

Every child is seen as a unique learner, loved by God and is equally valued and championed to achieve their very best in all they do.

LOVE FORGIVENESS JOY RESILIENCE RESPECT COURAGE

Equality Act

The Equality Act (2010) was introduced to combine the Sex Discrimination Act 1975, Race Relations Act 1976 and Disability Discrimination Act 1995.

Previously public bodies were bound by these three sets of duties to promote disability, race and gender equality.

In April 2011 these were replaced by a single public sector equality duty (known as the PSED or the equality duty).

This new duty extends to all the aspects of a person's identity that are protected under the Equality Act 2010. These are known as protected characteristics and are:

- ◆ age
- ◆ disability
- ◆ gender reassignment
- ◆ marriage and civil partnership
- ◆ pregnancy and maternity
- ◆ race
- ◆ religion or belief
- ◆ sex
- ◆ sexual orientation.

General duty

Public bodies including schools and settings have a general duty to have due regard when making decisions and developing policies, to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

At Wateringbury, we will promote the three elements. The following are some examples:

Eliminating Unlawful Discrimination

- ◆ funding may be made available to ensure all children are included where cost might be an obstacle;
- ◆ records are kept of bullying/racist incidents and these incidents are followed up;
- ◆ no child is discriminated against who wishes to be admitted to Wateringbury;
- ◆ teaching and learning are monitored to ensure children's needs are met and any religious, faith or other "protected characteristics" are respected and catered for;
- ◆ PSHE teaching/learning, guest groups/speakers, local faith groups, educational visits, school clubs and assemblies are all used to promote equality of opportunity;

- ◆ Employment of staff, staff training and development are all based on school/individual need and merit.

Advancement of Opportunity

- ◆ All the above apply
- ◆ School improvement planning and monitoring, as part of school self-evaluation, are based on an analysis of pupil data and pursue the narrowing of any gaps in attainment and achievement between groups of pupils;
- ◆ The school's ethos is inclusive and based upon nurture and mutual respect within which all are viewed as having equality of opportunity;
- ◆ The role of the school's Special Educational Needs Coordinator, Rachel Bryant, is a key factor in ensuring that any needs of individual children are recognised and addressed at the earliest opportunity, irrespective of any other factors.

Fostering of good relations for pupils, staff and others using school facilities

- ◆ The school's ethos is inclusive, nurturing and based upon mutual respect within which all are viewed as having equality of opportunity.
- ◆ Home-school communication is good e.g. SchoolComms, Class Dojo, newsletters, school website, open classroom sessions, homework diaries, parent consultations and regular meetings with SENCo.
- ◆ The school's Parent and Teacher Association FOWPS is a strong contributor to the life of the school.
- ◆ The school runs many extra-curricular clubs and supports wrap-around care through its affiliation with the Watringbury and Nettlestead Pre-School breakfast and after school club.
- ◆ Local groups such as Scouts, Guides, judo and gymnastic clubs, Pilates use the school's facilities
- ◆ Many parent volunteers work within school and many staff have a family link
- ◆ The school's governors are a strong group who, in accordance with the government's requirements, concentrate on the three core strategic functions:
- ◆ Ensuring clarity of vision, ethos and strategic direction including the compliance with equality legislation
- ◆ Holding the Headteacher to account for the educational performance of the school and its pupils
- ◆ Overseeing the financial performance of the school and making sure its money is well spent.

Pupil related data

As of October 2024, Watringbury CE Primary School has 151 pupils:

- ◆ 80% of these students have a White British background
- ◆ 6% coming from other White European background.
- ◆ 11% from Black, Asian and other Ethnic Minority groups

There are more **girls** than **boys** across the whole school (47% boys compared to 53% girls). This difference is more and less apparent in different year groups/classes. Year 1 has more girls; Year 2 has more boys for example. There is no significant gap between the attainment and progress of boys and girls across the school. However, girls tend to outperform boys in writing, especially in greater depth whereas the boys outperform the girls in maths. There is a negligible gap in reading.

The number of pupils who qualify for **Pupil Premium Funding** (are having free school meals or have done so in the last six years) is 38 (25.2%).

The percentage of children who receive **SEND support** (Special Educational and Disability Needs) is 18% (27 pupils). Eight percent of pupils have **English as an Additional Language** and several join us with no English at all and many do not declare that English is an additional language.

Attendance levels are improving, especially the number of persistent and severe absentees. Our school average is currently 94.0%. Some groups fall below this:

Pupil Premium Pupils: 88.3%

Children receiving SEND Support: 90.0%

Persistent absence (10% or more): 15%

Severe absence (50% or more): 0.6%

Overall student levels of **attainment** are at or above national averages, although this does vary with different cohorts. Group analysis of school data shows the progress and attainment of specific groups – the majority of which achieve the national average. The small numbers of children in groups in each year group is very small which makes meaningful analysis of data difficult and meaningless.

Assessment data information:

- ◆ The achievement of pupils who receive Pupil Premium funding is below their peers for some pupils. However, there are some examples of their achievement exceeding their peers. The group numbers are small so the data is easily skewed.
- ◆ Generally, children belonging to ethnic minority groups outperform their peers. However, this data can be skewed when children arrive with no English (as they too belong to a different ethnic group). This means that they can be seen to be underperforming in Key Stage One but, our data shows, they rapidly catch up and match (if not exceed) the performance of their peers in Key Stage Two.
- ◆ Children who have English as an Additional Language are grouped together for analysis purposes but their starting points are very different. Some EAL children are bilingual – speaking English as fluently as their home language, whereas others arrive in school with no English at all. As such, their performance is equally varied but follows a similar pattern to the children who belong to ethnic minority groups.
- ◆ By definition, the children who receive SEN Support (for learning, health or a disability) are, generally, those who are not achieving in line with their peers or making expected progress. Children who have been taken off the SEN & Disability (SEND) register make better progress than their peers showing the provision has been successful for them. There are still a small number of children with specific learning difficulties who make slower progress than the rest of their cohort but data from the end of Key Stage Two suggests that SEND pupils make more progress than their peers, although they may still achieve below them.

Equality Objectives

We aim to provide the highest possible education for all children at Wateringbury CE Primary School. The ethos of our school clearly reflects our commitment to fully including respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

Based on our analysis of our equality information we have set ourselves the following objectives:

Objective 1: To ensure that the curriculum effectively supports the needs of all children, with particular reference to boys (writing), girls (maths) and SEND children (including health, physical and sensory disabilities), with the result that all learners make good progress from their starting points.

Objective 2: To ensure that pupil premium children continue to make progress that is at least in line with national averages and that they have access to the same experiences in school as their peers.

Objective 3: To ensure that attendance is high (above 96%) for all groups of children. Where attendance is low for disadvantaged/vulnerable families, action is taken to support improved attendance.

These objectives feed into the School Improvement Plan which is monitored regularly by the Senior Leadership Team and the Governing Body.