

Wark C of E Primary School

'Grow Well' Matthew 13: 31-32

Equality Information

Equality Information about the context of our school relating to the nine protected characteristics

This is our published data (July 2016) about our school population and differences of outcome for groups with protected characteristics.

The school has data on its composition broken down by year group, ethnicity, disadvantage, term of birth, gender and by proficiency in English.

- We are a 1 form entry 3 to 11 Primary School with Nursery
- Teaching and learning is focused upon engaging and responding to the needs of all pupils, and engaging harder to reach groups.
- We have 6 children from BME backgrounds. $6/53 = 11\%$
- Our disadvantaged pupils receiving the Pupil Premium Grant are reported on as a discrete group in order to demonstrate the effect of the PP funding on closing gaps. The current number (2023) is 4 pupils, 7.5%

The school has data on its composition broken down by types of special educational or other need

- Responsibility for Inclusion work is shared between the Headteacher, SENDCo and the Equalities coordinator.
- Our school has clear protocols and targeted provision to support these pupils who are on the SEND register.
- Our school has developed and uses record keeping systems which enable us to demonstrate and evaluate the interventions children receive.
- The school has a current accessibility plan.
- The school building is fully accessible.

The school uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

- The school uses data to set itself objectives.
- These are set within the school's development plan.
- Objectives relating to children eligible for Free School Meals are given a high priority, although financial disadvantage is not a protected characteristic, it is a significant priority.
- We record and report instances of discriminatory language or bullying, and we tackle these.
- We are aware of the limited opportunities many of our children have to experience the wider UK and urban contexts that exist outside Northumberland and use a range of learning including visits and residential experiences to address this.

Documentation and record-keeping

- The headteacher maintains record keeping systems regarding equalities and compiles reports for the Governing Body as required

Responsibilities

- The headteacher has responsibility for equalities matters, assisted by the equalities coordinator.

Staffing

- There is good equal opportunities practice in the recruitment and promotion of staff, both teaching and administrative.

Behaviour and safety

- There are clear procedures for dealing with prejudice-related bullying and incidents.
- The school annually returns a report on the number of racist incidents to the Local Authority. Surveys and focus groups show that most pupils feel safe from all kinds of bullying.
- all staff have current training in Child Protection, PREVENT agenda All staff are aware of E-safety issues and teachers have completed training. The caretaker and Headteacher are trained in Fire safety. A list of staff with first aid training is next to the First aid box in the office.

Curriculum

- Focused attention is paid to the needs of specific groups of pupils. There is extra or special provision for certain groups, which changes as appropriate.
- There is coverage in the curriculum of equalities issues, particularly with regard to tackling prejudice and promoting community cohesion and mutual understanding.
- There are activities across the curriculum to promote pupils' spiritual, moral, social and cultural development.
- Global awareness is embedded within the curriculum
- Tolerance and respect for all is taught in worship and class as part of our values

Consultation and involvement

- The school has procedures for consulting and involving parents and carers, and for engaging with local groups and organisations, and has regard in these for the concerns and requirements of the Equality Act.
- The school has an annual survey for finding out how pupils think and feel about the school, and has regard in these for the concerns of the Equality Act. Additional pupil voice is accessed through School Council.

Objectives for 2022-2026

Please see the equalities action plan

School Profile re 9 protected characteristics

Age:

The experience of the workforce ranges from, for teachers, from 2 to over 20 years and for support staff, from 1 to 12 years. The age range of the staff goes from 32 – 63 (2016).

The ethos of the school means that there are no gender rivalries or friendship issues that relate to age difference

(Source: SIMS, staff profile)

Disability

We have 0 members of staff listed as having a disability, although staff equalities monitoring data collection does not take place and may reveal more.

SEND pupils generally make expected levels of progress.

The school has a current accessibility plan.

(Sources: NCC data unit, SIMS)

Gender reassignment

No data is collated by the school about gender reassignment in the pupil or staff population.

Race

The school had 7.5% of its population ascribed as BME pupils over 2019-2022, which is less than the Northumberland average

No GRT pupils currently attend the school.

The school is vigilant about the need to record and report any racist incidents to the Local Authority, although there have been none in the past three years.

There are so few BME or EAL children that patterns of achievement are difficult to identify. Instead, we note that about 83% of the children in this group achieve and attain well.

The school has had no fixed-term exclusions relating to ethnicity

(Sources: Raise online, Partnership Profile, NCC Data unit), Annual Report to Governors re racist incidents, Holiday form requests and absence data)

Religion or belief

The ascribed religions of the pupil population are Christianity or no religious belief

No children currently opt out of the act of corporate worship in school, and parents are aware of elements of daily worship as important to the ethos of the school.

Local church leaders contribute to the life of the school, but the pupils celebrate and value the religious beliefs of all of the religions represented in school. The school uses inter-faith week as a driver for tolerance and respect.

(Sources: SIMS, anecdotal evidence, SACRE guidance)

Gender

Given the fluctuations in intake for each year group, gender imbalances can occur. Currently, (2023) girls dominate numbers with the exception of year 3. Currently, 22 boys: 31 girls. The ethos of the school means that there are no gender rivalries or friendship issues that relate to age difference.

Historically, the performance of boys and girls at Wark C of E Primary School is broadly similar. Fluctuations between cohorts and subjects do not usually present an identifiable pattern, so each scenario is dealt with as required, with relevant variations in planning and focus on an annual basis.

There are more female than male teachers, although currently (2016) 20% of our teaching staff are male and 15% of the entire staff are male.

(Sources: SIMS data, anecdotal evidence, Assessment data,)

Sexual orientation

No data about the sexual orientation of pupils, parents or staff is collected or held by the school. *(Source: Anecdotal)*

Marriage and civil partnership

When information about changes in marital status or home circumstances is communicated to school, it is recorded.

No data is collated by the school about staff or parents' marital status, apart from names given for home contact and information about whether letters home or reports are to be duplicated and sent to two addresses.

(Source: Pupil records)

Pregnancy and maternity

The school gives staff with parenting roles scope to make flexible arrangements regarding emergencies relating to children, childcare and parenting.

Vulnerable groups

There are currently <10 looked after children on roll and 1 pupil from forces families.
Percentages of pupils entitled to free school meals is below the national average.
2023 percentage of SEND pupils is 18%
(Sources: SIMS, School Profiles, Raise online, NCC data unit)