



Wickford Primary School

Market Road, Wickford, Essex, SS12 0AG
01268 733071
wickfordprimary.uk



Equality Information and Objectives

In accordance with our vision statement and core values, we respect the equal human rights of all our pupils and pledge to educate them about equality. We also respect the equal rights of our staff and other members of our school community.

The public sector equality duty extends to all the aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. **These are race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.**

We recognise this duty and its three aims under the general duty for schools:

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 people from 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. We have:

- Identified evidence already in the school of equality within policies and 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.

The following people were involved in the identification of evidence and the compiling of objectives: Headteacher, senior leadership team, Governors.

Additional Information is available in the following policies and documents: Positive Behaviour Policy, Anti-bullying Policy, Attendance Policy, Inclusion Policy, Child Protection Policy, Online Safety Policy, Accessibility Plan and our School Website.

Understanding our School Community

Number on roll 518 (PAN 564)

82% white British

8% EAL & 0.1% traveller

51% of girls

49% of boys

19% of pupils classified as disadvantaged (pupil premium)

13% of pupils with SEN support

(including 3% of pupils with an EHC plan)

12% of parents/carers complete higher education (19% nationally)

The vast majority of our pupils are from a White British background with only a small percentage coming from minority ethnic groups and identified as having English as an additional language. This causes its own challenges for ensuring pupils are aware of the cultural diversity that makes up the wider population.

The number of pupils classified as disadvantaged is similar to national data.

We currently do not have any children with significant physical disabilities and our accessibility plan is reviewed annually to take account of any future needs.

Focused attention and specialist provision is given to the needs of specific groups of pupils. Every class teacher is responsible for analysing the progress and attainment of all groups within their individual class. As a result of this analysis, a provision map is created to outline the support needed to avoid underachievement. Performance of all pupils is challenged by members of the Senior Leadership Team at regular Pupil Progress meetings. Progress and attainment of groups across the school are monitored by Phase and Inclusion Leaders, and this information is shared with our Governing Body termly.

Our racist incidents are thankfully rare but we are not complacent about this and feel that this does not mean that our children do not hold misconceptions about faiths and ethnic groups different to their own.

Behaviour in our school is good and incidents of bullying are thankfully rare. However we are aware that incidents of name calling and “falling-out” online are an increased area of risk.

Equality Objectives 2025-28

Narrowing the Gaps

1. To ensure that all adults in school maintain high expectations of all children regardless of their starting points.
2. To ensure that children with SEND are making good progress and that expectations for them remain high.
3. To ensure that disadvantaged children are achieving in line with others.
4. To continue effective monitoring to ensure that no groups or individuals are under-performing, particularly those from any of the protected equality groups.

Fostering Good Relations

1. To further develop and enrich the curriculum to ensure children are fully aware of the diversity of ethnicity, faiths and disabilities that make up modern British society.
2. To further raise the profile of British Values and what it means to be British.
3. To further develop opportunities for children to develop personally, supporting each other.
4. To further emphasize the importance of acceptable online behavior and online safety.

Accessibility Plan

Target	Actions	By Whom	Evidence
Access to the curriculum.	All pupils have access to whole curriculum – individualised adjustments made. One Planning targets are SMART. Use of alternative learning spaces and bespoke resources.	AHT Inclusion	All pupils make expected progress. Access to all activities.
Access to the physical environment.	Ongoing monitoring to ensure school is reactive to future needs. Ramps, yellow edging, hand rails, hearing loops. Classroom layout enables easy access.	Site Team	Pupils, staff and parents able to access all aspects of school life. Report to governors annually.
Access to information.	Regular website review. Support from external advisory services to support to access on individualised basis.	SLT	Pupils make expected or above progress in all curriculum areas.