



## Public Sector Equality Duty

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

### **CORE PURPOSE STATEMENT:**

At Westbury Park School we value and respect everyone. As a learning community we challenge, listen and inspire one another, developing confidence to make positive choices in a changing world, so that together we shape our future.

Westbury Park Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

### **Our approach to equality is based on the following key principles:**

1. All learners are of equal value
2. We recognise and respect difference
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.



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## Equality Information

Number of pupils on roll at the school (June 2024) 417

Age of pupils: 4 to 11

### Information on pupils by protected characteristics

The Equality Act 2010 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 protected characteristics.

### Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals
- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children (LAC), Previously Looked After Children (PLAC), Children in Kinship Care (CIKC) and Children with a Social Worker (CWSW)
- Other vulnerable groups



### Demographics of Westbury Park School

2023-2024: 417 Pupils

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### Year Groups

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	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Reception	60	37	23	16	22	3	0	0	3.7%
Year 1	59	26	33	8	26	1	4	1	3.2%
Year 2	60	30	30	10	23	1	3	1	2.5%
Year 3	64	37	27	9	20	3	3	1	2.8%
Year 4	59	29	30	8	14	1	8	2	3.4%
Year 5	58	22	36	8	23	2	7	2	3.2%
Year 6	57	26	31	7	22	2	9	0	3.6%



Ethnicities		
	# Pupils	% Pupils
White - British	278	66.7%
White Other	34	8.2%
White Western European	23	5.5%
Any Other Mixed Background	19	4.6%
White and Asian	16	3.8%
Chinese	14	3.4%
Any Other Asian Background	7	1.7%
Black Caribbean	4	1.0%
Indian	4	1.0%
Pakistani	4	1.0%
Other Black African	3	0.7%
White and Black Caribbean	3	0.7%
NOBT	2	0.5%
REFU	2	0.5%
White Eastern European	2	0.5%
Any Other Ethnic Group	1	0.2%
White and Black African	1	0.2%

SEND Specific Needs		
	# Pupils	% Pupils
Specific Learning Difficulty	18	4.3%
Speech, Language and Communication Needs	10	2.4%
Autistic Spectrum Disorder	8	1.9%
Social, Emotional and Mental Health	6	1.4%
Other Difficulty/Disability	3	0.7%
SEN support but no specialist assessment of type of need	2	0.5%
Multi-Sensory Impairment	1	0.2%
Profound & Multiple Learning Difficulty	1	0.2%
Vision Impairment	1	0.2%

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

### Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we consider equality issues in everything that we do at Westbury Park Primary 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 equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.



## **We eliminate discrimination by:**

- Adoption of the single Equality Scheme
- Our behaviour policy ensures that all children feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist, homophobic and disablist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
  
- Having a clear Disability Accessibility Plan in place. You can view the plan [here](#).

## **Advancing equality of opportunity between people who share a protected characteristic and people who do not share it**

### **We advance equality of opportunity by:**

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

## **Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it.**

### **We foster good relations by:**

- Ensuring that Westbury Park Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in collective worship.



## Equality Objectives

At Westbury Park Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of age, race, sex, gender reassignment, disability, religion or belief, pregnancy/parental leaves, sexual orientation, socio-economic background, CiC/PLAC/CWSW/CIKC, PP and SEND. We also recognise that children, families and their communities may have multiple disadvantages.

**In order to further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:**

Objective	Actions	Impact	Next Steps
<b>Gaps between disadvantaged pupils and their peers reduce.</b>	Whole school training around 'adaptive teaching' Targeted TA support in class Targeted tracking of groups	See following reports: SEND report CiC and PLAC report Pupil premium report End of key stage statutory Statutory assessment data	In lesson studies and staff <a href="#">training</a> <u>we</u> will explore and refine our approach to adaptive teaching e.g. use of manipulatives, metacognitive strategies and questioning.
<b>Identified (recent arrivals, arrivals after reception and hard to reach) children make accelerated progress so their achievement is in line with peers.</b>	New arrivals policy re written to include meetings with parents at certain points Work with better Bilingual to understand community even better New transfer form for schools to complete before arrival.	New policy embedded with good feedback from new families. Transfer forms from school enable a smoother transition.	
<b>Pupils with SEND make at least expected progress in relation to their provision plan.</b>	Learning Plans re designed to target barrier More specific learning targets included recognising SEND barriers Use of new tracking system to make monitoring <a href="#">more simple</a>	New learning plans allow for more precise targeting of the special educational need rather than the academic outcome – this is still to be embedded.	More training around P levels and assessing out of national curriculum chronological age.
<b>The school's curriculum will provide opportunities for children to <a href="#">recognise and celebrate the diversity and strengths of themselves, their school and the wider community.</a></b>	Worked with Better Bilingual which led to better analysis of the diverse community of which we are a part We celebrate languages spoken within the school and identify when family have lived or worked in another country. No Outsiders has continued and provides a platform for structured discussion in class.	The whole curriculum has been reviewed as the whole staff with a strand focussed on community cohesion and cultural capital – see website plans for more detail.	Invite more community leaders in from different faiths, backgrounds etc