

The venue Infant School

SINGLE EQUALITY POLICY

Adopted: [October 2016](#)

Signed on behalf of the Governing Body_____

Position:_____

Date: _____

Review date: _____October 2020_____

THE AVENUE INFANT SCHOOL

Single Equality Policy

Contents

1. Introduction
2. The Legal Duties
3. The school context
4. Rationale
5. The school's approach to promoting equality for all
6. Monitoring, reviewing and assessing impact
7. Action Planning
8. Preventing and dealing effectively with bullying and harassment
9. Specific responsibilities

1. INTRODUCTION

This Single Equality Policy is part of the school’s Single Equality Scheme which also includes a Self Evaluation Framework and resulting actions to be incorporated into the School Development Plan.

This Single Equality Policy sets out the school’s generic approach to the Single Equality Duty (as set out by the Equality and Human Rights Commission) to secure equality with regard to (currently) race, disability, gender, (and forthcoming, age, sexual orientation, and religion/belief.) In setting out the school’s responses to these duties, this policy also indirectly reflects many of the school’s approaches to the promotion of Community Cohesion. Section 5 of this pulls together the duties for race, disability and gender and presents them in a generic way.

Our school’s aims are as follows:

We aim for our school to be:-	We aim for our parents/carers to be:-	We aim for our children to:-
a caring community enriched by each individual	sharers in the education of their child	independent, responsible, caring, creative, imaginative,
a place where everyone holds high expectations	in a working partnership with the school built on mutual trust and support	adaptable, co-operative, motivated, curious and respectful of others,
a positive, encouraging and supportive environment		feel valued and included
a caring and happy place where everyone is polite, respectful and tolerant of one another	informed of the learning in school so that they can support learning at home	and to :-
a place where different beliefs are respected	aware of the school’s objectives and values	sustain a love of learning
a team with a united spirit where everyone works together and values one another	confident to speak to staff about their child or any aspect of school and home	achieve their full potential
a place where everyone strives to meet the needs of all the children	to be supportive of the school aims	feel happy, safe and secure
involved in the wider community	involved in the life of the school	begin to make appropriate choices about their health, behaviour and learning
a place where everyone is given opportunities to achieve to their full potential		to fully enjoy being a child

The Avenue Infant School is committed to ensuring that we do not discriminate against anyone, be they adult or child, on the grounds of their race, nationality, disability or special educational need, gender, age, sexual orientation and religion/belief. This is in line with the 1976 Race Relations Act and the Disability Discrimination Act of 2006 and covers both direct and indirect discrimination.

The school recognises that it has to make special efforts to ensure that all potentially vulnerable groups of learners are helped to fulfil their potential, including:

- Boys and girls, men and women
- All minority ethnic groups including Gypsy Roma Travellers, refugees and asylum seekers
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked After Children and their carers

- Children with poor records of attendance at school
- Young offenders
- Young carers
- Children at risk from significant harm
- Children living with “vulnerable’ adults

In our school, regular and systematic monitoring and evaluation of the attainment and achievement of vulnerable groups and individuals enables us to highlight areas where additional intervention may be needed.

This policy and the process of self evaluation which informs the resultant action plan is the responsibility of:

- Head Teacher
- Deputy Headteacher

and its effectiveness is regularly evaluated by

- Headteacher
- Inclusion Governor

2. THE LEGAL DUTIES

This document is written with very close reference to two key documents :

“Developing Equality Schemes to meet the three existing duties” : Equalities and Human Rights Commission (2009)

“Developing a Single Equality Policy for you school” Centre for Studies in Inclusive Education (2010)

It is also written in compliance with the following legal frameworks :

- The Equality Act 2011.
- The Race Relations Act 1976 (amended 2000)
- The Human Rights Act (1998)
- The Employment Equality Regulations (2003)
- The Equality Act (Part 2) (2006)
- Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ratified by UK in 1969)
- Articles 2, 23, 28 and 29 of the United Nations Convention of the Rights of the Child (ratified by UK in 1991)
- The Special Educational Needs and Disability Act (2001)
- The Disability Discrimination Act (2005)
- The Disability Equality Duty (2006)
- Article 24 of The United Nations Convention on the Rights of Persons with Disabilities (ratified by UK in 2009)
- The Gender Equality Duty (2007)
- The Sex Discrimination (Gender re-assignment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)

- The Equality Act (Sexual Orientation) Regulations (2007)
- Articles 10, 14 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (ratified by UK in 1986)

3 THE SCHOOL CONTEXT

a) Significant features of the social, cultural, linguistic, religious, disability diversity of pupils, staff and governors are as follows:

- *Staff turnover is low.*
- *Pupil mobility is low.*
- *The numbers of pupils in receipt of SEN Support are at similar levels year on year.*
- *Most children have been to some sort of pre-school provision.*
- *Generally pupils with English as an Additional Language (EAL) and Ethnic Minority pupils (EM) often out perform their white counterparts.*
- *Pupils with Special Educational Needs are achieving in line with and sometimes better than their national peers with SEN.*
- *Parental involvement in their children's learning is slowly improving.*
- *Boy/girl balance is broadly equal although there is an occasional cohort that may be slightly boy or girl heavy. In this case provision is adjusted.*
- *We have culturally diverse staff group of 35 staff.*
- *0 pupils are currently Looked After.*
- *35 pupils qualify for Pupil Premium.*
- *The school makes provision for disabled and sensory impaired pupils.*
- *Governors are mainly white working adults. There is a mix of age ranges. Several are long standing.*
- *The school makes provision for staff who may have permanent or temporary disabilities.*

[Figures checked September 2016](#)

b) The Borough of Wellingborough is one of seven districts in Northamptonshire. The features of Wellingborough borough are described at Appendix A. Overall, the area is close to national averages in terms of population structure, housing, health and crime. This closeness conceals some real differences in levels of deprivation across nearby wards. Parts of the town and several surrounding villages are relatively affluent. However, there are pockets of deprivation.

The concerns highlighted about the borough are representative of the features observed in our school community. We work hard to support families in our school community so that our children are equipped for success.

c) Reasonable adjustments made by our school to ensure that the equal opportunity of pupils, staff and governors is ensured with regard to race, disability or special educational need, gender, age, sexual orientation and religion/belief are documented in the Public Sector Equality duty 2011 Work Book

d) Staff turnover, pupil mobility and upward or downward trends in relation to % of staff, pupils and governors from different racial groups, with a disability or special educational need, from each gender, (or who fall into groups for whom the school needs to give consideration to age, sexual orientation and religion/belief.

- Staff turnover is historically low.

- Pupil stability is high at 97.5 for 2014–2015 (above the national figure)
- Boy/girl balance is broadly equal although there is an occasional cohort that may be slightly boy or girl heavy.
- There are 35 members of staff. Most members of staff are from the white British community. There are several members of staff from different ethnicities. including from the Afro–Caribbean, Gujarati, Polish and Bengali communities.

e) Attainment and progress of pupils who would identify themselves (or, in terms of special educational need, be identified) as belonging to different groups according to race, disability or special educational need, gender, (and, forthcoming) age, sexual orientation and religion/belief is generally better than that of the school population as a whole, in the following ways:

- Girls often outperform boys in writing at the higher levels. This is also a national picture.
- Boys usually outperform girls at the higher levels in Maths but this varies between cohorts.
- These differences are monitored and planned on an annual basis to match the needs of each cohort.
- Our school has narrowed the gap between our end of key stage 1 results and those nationally.
- Our school needs to continue to work hard to narrow the gap in outcomes for disadvantaged pupils (i.e. pupils in receipt of Pupil Premium funding)
- EM pupils usually outperform their White British peers.
- Pupils on school action plus and with statements of special educational needs generally make better progress than their national peers.

f) Examples of how we seek the views of all our school community, and the wider community, including in relation to equality issues, are as follows :

- It is explained how the school operates via the School Prospectus and website
- Information for parents and public is regularly reviewed in line with the DDA.
- The school offers a range of ways of communicating between school and parents that meet parents' circumstances and needs including: home visits (which are undertaken for all September intake Reception pupils), regular newsletters, year group updates and suggestions – termly and weekly, SEN review meetings, parents' evenings and information and curriculum evenings, questionnaires for pupils and parents/carers, the running of parenting courses such as cooking and creative projects with parents.
- The friends association for the school, Friends of The Avenue, is a vibrant group organising events which are both fun and fund raising and parents are encouraged to join the group and take part in the events.
- The school encourages an "open door" policy where parents feel comfortable to come in to chat to teachers or the SLT members when they have concerns or questions.
- The school encourages community cohesion through strong and effective partnerships with Park Junior School. UCN, University of Bedford, Sir Christopher Hatton. The school also has links with Barclaycard, local counsellors, PCSOs, Park House (Nursing Home), local churches, visiting theatre groups, other visitors from the local and wider community (owl man, visiting governors).
- Work experience placements are provided for secondary schools, college and university students and we seek their views via end of placement evaluations.
- The community can communicate with us via our bi-lingual staff and translated letters: via email, phone, face to face and via our website.

g) Some examples (not a definitive list) of how we seek to address equality issues in our school and improve the access and experience of all equality groups, are as follows :

- By making the school a place where everyone, irrespective of their race, colour, ethnic or national origin or their citizenship, feels welcome and valued.
- Ensuring a rich and relevant curriculum which celebrates diversity and cultural similarities and differences. In our development of a rich and flexible curriculum we strive to ensure that the curriculum equips pupils for life in a diverse community e.g.
 - Community Cohesion and diversity is promoted, recognised and celebrated throughout the school and specifically in RE, PSHE/Citizenship.
 - Students undertake studies of specific countries as part of a themed topic. We ensure that pupils arriving from other countries feel valued and respected by the inclusion of a study of their country and culture in lessons such as Geography and Citizenship.
 - Different religions and beliefs are taught and various festivals are celebrated throughout the year.
- Celebration of individual and personal success in a weekly celebration assembly.
- Pupils are aware of the school's anti-bullying strategies which encourage and develop empathy, respect, tolerance and understanding and the school reacts swiftly to unacceptable behaviours against minority groups, recording, reporting and monitoring these incidents.
- The school operates a school council where all pupils regardless of ability, gender or race are able to have a voice and for views to be taken into account.
- Fund raising for local, national and international charities (such as Barnardos, Save the Children, Kettering Hospital, Children In Need, Childhood Cancer, Daylight Centre) and ensuring (through assemblies, daily bulletins and class discussions) understanding of the purpose and impact of the activity.

4 RATIONALE

This Single Equality Policy is not a stand-alone document. Its main function is to present a set of principles which permeate all other school policies and practices. It is closely related to other key school documents as follows :

- Anti-Bullying
- Inclusion/SEN
- Equality
- Safer Recruitment
- Health and Safety

As a school, we recognise that there are some core inclusive values that underpin this Single Equality Policy and ensure respect for all. These are :

- **Fairness** : no school policy or procedure will unfairly advantage or disadvantage any member of the school community.
- **Trust** : we begin with the premise that all members of the school community will behave with good intent towards each other.
- **Participation** : no member of our school community will be barred in any way from participating in any school activity which could be reasonably expected to be open to all. For those school activities

where it would be common practice to be chosen or elected, (ie representation at a meeting, on a committee, on the school council or on the Governing Body) we will be able to demonstrate that the selection process was fair and transparent (see below).

- **Consultation and negotiation** : Representatives of different stakeholder groups within the school community (ie pupils, staff, parents, governors) and of all seven identified diversity groups covered by this policy (race, disability, gender, age, sexual orientation and religion/belief) will be consulted over major policy decisions being taken by the school. The school will make an “equality impact assessment” in relation to any major policy decision. In some situations, where it is reasonable to predict that the ultimate decision will have a significant impact upon the experience in school of different stakeholders, including those within the seven identified groups, the school recognises that it will be appropriate to negotiate, rather than consult.
- **Collaboration** : we will work together as a team in which every member has a view and a voice which is worthy of consideration.
- **Transparency** : the reasoning behind decisions made in our school will be open and subject to scrutiny.

We strive to build, within our school, our locality and the partnerships with which we are involved, a strong and cohesive community, which prepares young people for adult life in

- a diverse, inclusive society
- a welcoming community that fosters positive relationships and values diversity as a rich learning resource
- a barrier-free community founded upon a joint sense of belonging.

We strive to nurture in our pupils and staff the personal qualities which we consider essential in a member of a school community and in a citizen of the wider community and society which values equality and respect for all:

- respect
- kindness
- responsibility
- perseverance
- confidence

Every member of our school community will be challenged and held to account for upholding the rationale of this Single Equality Policy. We recognise that individual members of staff, governors, parents or pupils may have different views on a number of equality issues. Our main priority is not to demand that anyone changes their views but that, as a school, we clearly describe what the school considers acceptable/unacceptable and how everyone is expected to behave in school. No matter what individual people’s views might be, our first priority is to ensure that the school complies with every aspect of equality legislation and the duty to promote community cohesion.

5. THE SCHOOL’S APPROACH TO PROMOTING EQUALITY FOR ALL

Our school works in the following ways to secure equality and respect for all **(these principles apply to all seven equality duties)** :

a) Current policy and practice in the school shows commitment to meeting the duty to promote race, disability and gender equality for pupils, staff and parents. Our school addresses this by :

- Ensuring that our mission statement, aims and core values relate to every member of our school community.
- Ensuring that we regularly evaluate the impact of all school policies (particularly admissions and attendance, behaviour, collective worship, target-setting, teaching and learning and performance management) on the equality groups as identified in this policy and take action to improve our policy and practice where necessary, through having specific actions on the school development plan.
- Ensuring that, wherever possible, the equality groups as identified in this policy are reflected in the language and images of all publications (including the school prospectus, publicity to promote school events, website).
- Ensuring that the school's policy on school uniform makes reasonable allowances for expressions of identity and ease of use for pupils who are disabled ("reasonable allowances" to be limited by the extent to which adaptation of the school uniform might be used to represent an affiliation to a group or belief which might not be in keeping with the other key principles laid out in this policy.)
- Ensuring that, wherever possible and without artificiality or unbalanced representation, there are positive images of the equality groups as identified in this policy, in school policies, in school publications, in learning resources and in displays.
- Ensuring that the school has clear, commonly understood processes for challenging inappropriate language or behaviour and/or prejudice.
- Ensuring that equality values are represented in the everyday language and behaviour evident in school and that senior leaders regularly monitor the school climate in relation to this, in order that tolerance levels in relation to language or behaviour are maintained.
- Ensuring that the school makes the strongest possible efforts to minimise any barrier to the participation and engagement of parents with regard to their child's development and in other aspects of school life.

b) The school can clearly demonstrate how it assesses the impact on equalities of its current policies and practices on race, disability and gender equality for pupils, staff and parents. Our school addresses this by :

- Ensuring that the school has consistent and reliable procedures for recording and reporting incidents of inappropriate language or behaviour towards the equality groups as identified in this policy.
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy.

c) The school has secure arrangements for ensuring equality of opportunity with regard to the recruitment, development and retention of employees. Our school addresses this by :

- Ensuring that, whilst adhering to equalities law and fair recruitment practice, every attempt is made to achieve diversity in the workforce and governing body which is representative of that within the school, the local community and the wider community.
- Ensuring that all aspects of employment, including recruitment, disciplinary issues, complaints, allocation of responsibilities, professional development and opportunities for all staff to progress are monitored to ensure that equality is upheld as a central consideration when judgments and decisions are made.
- Ensuring that all staff are aware of this Single Equality policy and wider equality issues through staff training and professional development and that this is an essential element of the induction training for all staff.

d) The school can demonstrate equality with regard to the educational opportunities available to the pupils in the specified groups. Our school addresses this by :

- Ensuring that there are opportunities for different viewpoints to be expressed and voices to be heard.
- Ensuring that, where possible and appropriate and without contrivance or artificiality, curriculum themes and content reflect the rights and interests of the equality groups as identified in this policy and promote greater tolerance towards them, across a breadth of curriculum which is wider than planned direct teaching within RE, PSHE and citizenship.
- Ensuring that the curriculum offers opportunities for all pupils to learn about the history of inequality and oppression in relation to the equality groups as identified in this policy.
- Ensuring that all of the equality groups as identified in this policy have the same opportunity to access educational visits and other school trips as any other pupil in the school.
- Ensuring that all pupils can participate equally in all aspects of school life, including extended school activities.
- Ensuring that school events or activities, including those arising from the extended school offer, celebrate diversity.

e) The school can demonstrate equality of opportunity with regard to the achievements of pupils in the specified groups. Our school addresses this by:

- Ensuring that the school has processes for monitoring and evaluating the attainment and progress of all pupils and the comparative attainment and achievement of pupils in the equality groups identified in this policy. Thereafter ensuring, where there are discrepancies, that appropriate intervention is put into place which will narrow the gap between the attainment and achievement of all pupils and of those pupils from the equality groups identified within this policy, where these are lower and need to be addressed.

f) The school can demonstrate equality with regard to attendance, exclusion and anti-bullying. Our school addresses this by:

- Ensuring it has effective attendance, behaviour and anti-bullying policies which are applied equally to all groups and do not disadvantage any member of our school community.
- Ensuring that the school has processes for avoiding the exclusion of any pupil and that these processes are equally applied to and equally effective for pupils in the equality groups identified in this policy.
- Ensuring that the school can clearly demonstrate the steps it takes to eliminate harassment and bullying of pupils or staff in the equality groups identified in this policy.
- Ensuring that the school has monitoring data on attendance, exclusion and bullying and can analyse this with reference to the equality groups identified in this policy.

g) The school's links with local organisations and community groups represent its commitment to raising the awareness of its pupils, staff and parents with regard to the equality groups identified in this policy.

- Ensuring that the school has links or partnerships with other schools, colleges, local or national groups, charities and organisations which also promote equality.
- Ensuring that the school does not have links, partnerships or connections with local or national groups or organisations which overtly promote prejudice or intolerance or, in the way in which they operate, exclude or disenfranchise members of any of the equality groups identified in this policy.

h) With specific regard to disability equality:

- Ensure that the school recognises the "social model" of disability – that a person who has an impairment may become disabled if reasonable adjustments are not provided in relation to that impairment (and is therefore a "disabled person") – over and above the "medical model" – that a person is disabled by physical or mental impairments (and is therefore a "person with disabilities").
- With particular regard to disability: ensure that reasonable adjustments are considered in order to include all disabled young people living within the school's locality.
- Improved transition arrangements between schools and improving arrangements for transition between our school and pre-school settings.
- Whole school training on behaviour management, positive reinforcement, staff as role models, team teach.
- Looking at whole school policies with the potential for any discrimination that may arise e.g. anti-bullying policy.

6. MONITORING, REVIEWING AND ASSESSING IMPACT

- The Single Equality **Scheme** (which incorporates this policy as one of its three elements) will be reviewed on a three year cycle. The working party will include the following stakeholders:
 - Pupils

- Parents
 - Staff
 - Governors
 - Representatives of the local community (which could be community governors if they are representative of the main local equality groups).
- Our school will judge the effectiveness of this Equality **Scheme** by :
 - using the Public Sector 2011 Duty Workbook found at Appendix B which will evaluate progress towards equality targets (and their impact reviewed annually).
 - by canvassing the views of the stakeholders listed above (perhaps through questionnaires or focus groups).
 - The working party will decide how this is to be evaluated and how the results will be used to improve the policy and its implementation. Evidence of impact will include :
 - Comparative attainment and overall progress of pupils in the equality groups identified in this policy.
 - Pupils' learning and awareness of equality issues and how they demonstrate these, so they are well prepared for adult life in a diverse and inclusive society.
 - Feedback from parents, staff and other community users on the culture of equality within the school.

7. ACTION PLANNING

Our school recognises that it is a legal requirement to develop specific targets for each of the equality duties. These will be documented in the Public Sector 2011 Duty Workbook in at Appendix B.

Three duties are:

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.

8. PREVENTING AND DEALING EFFECTIVELY WITH BULLYING AND HARASSMENT

Our school recognises that the groups covered in this policy may be more vulnerable to bullying and harassment and all acts of reported bullying are acted upon swiftly, recorded and reported to parents (whenever this is identified as advantageous or necessary).

They are analysed with a view to monitoring vulnerable groups. Incidents of racism are reported to the Local Authority.

Where the behaviour of a child is cause for concern, an individual plan is created alongside the SEN Manager, class teacher and parents. Outside agencies are involved when this is considered advantageous. This ensures progress towards appropriate targets is most effectively managed.

All staff act as Behaviour Mentors for children who need more structured support.

Our approach to behaviour management is based on strong relationships built on trust and mutual respect (see Behaviour Policy). This helps us to protect the most vulnerable whilst supporting and enabling all children to develop positive behaviour patterns.

9. SPECIFIC RESPONSIBILITIES

The head teacher and Chair of Governors will maintain a strategic overview of the currency and efficacy of this Single Equality Scheme. Leads for each target on the Action Plan from the Public Sector 2011 Duty Workbook will be clearly identified. The cycle for review of progress towards the equality targets in the Workbook Action Plan will be clearly laid out and will be reviewed annually.

Date of next review: [October 2017](#)

Signature of Chair of Governors:.....

Appendix A

Profile of the Wellingborough Borough – findings presented to the Wellingborough Borough Council Community Committee on 22 June 2009:

The Borough of Wellingborough is one of seven districts in Northamptonshire. Of the 75,900 people living in the Borough, roughly two thirds live in the town of Wellingborough. The remainder live in 19 surrounding settlements. The population is rising faster than the national average and is predicted to reach 84,500 by 2015. Other towns that are close by include the county town of Northampton, Kettering and Milton Keynes. The numbers of young people within the Borough are showing a gradual increase.

According to a 2006 survey conducted on behalf of the Council, there are a large number of long term residents in the Borough. 55% of respondents had lived in the area for more than 21 years. 80% of households live in privately bought accommodation. 57% of households have two occupants, while 23% claim to have a disability. The population of Wellingborough is quite ethnically diverse, compared to similar districts. In total, 7% of residents are from an ethnic minority group. This rises to 11% in the town itself. The main groups are Indian, African–Caribbean and more recently, Eastern Europeans.

Overall, the area is close to national averages in terms of population structure, housing, health and crime. This closeness conceals some real differences in levels of deprivation across nearby wards. Parts of the town and several surrounding villages are relatively affluent. However, there are pockets of deprivation.

Three wards have areas that are in the top 10% nationally for deprivation affecting children. Taking wards as a whole, six of the fourteen electoral wards in Wellingborough are amongst the top 40% most income deprived areas in England. Conversely, five wards are amongst the least income–deprived 20% of areas. The level of statutorily homeless households in the Borough is currently higher than the national average although the Council is addressing this.

Wellingborough was once home to a variety of industries, including shoe–making, textiles and iron founding. With the decline of these industries, the majority of the town’s residents are now employed in light manufacturing, distribution, or in retail. From an economic perspective, the overall picture is mixed. House prices in the Borough are below the national average. This is unusual, given that Wellingborough is just 75 miles from London and enjoys a 50 minute high–speed link to London.

The Borough falls within what is known as the Milton Keynes / South Midlands Growth Area (MKSM). This is one of three areas in and around south–east England which the government has identified for the growth of new and cancer and the rate of drug misuse are close to regional averages.

The rate of violent **crime** in the Borough is lower than the English average. There were 17.4 violent crimes per 1,000 of the population in 2005/06 compared to a national average of 19.8. Conversely, non–violent crimes such as theft of a motor vehicle (4.7/1000) and burglary of dwellings (6.8/1000) are well above average (averages of 2.9/1000 and 4.7/1000 respectively).

Anti–Social behaviour is perceived to be more of a problem in Wellingborough than across Northamptonshire as a whole. 49% of respondents to a 2006 Council commissioned survey felt that action was needed to reduce the local level of crime. The same survey found that that just 16% of respondents felt safe when outside alone after dark in Wellingborough; 57% felt unsafe.

KEY MESSAGES

Economy

- Average earnings in Wellingborough are just under £24,000, which is well below county, regional and national averages.
- The percentage of local people employed in management or professional occupations is below the county average, while the percentage of the workforce engaged in elementary occupations is above average.
- The Borough has the largest percentage of persons aged 16–18 who are classified as NEET (Not in education, employment or training) of any Northamptonshire district.

Education

- 17.3% of people in the area have no formal educational qualifications, while 12.3% have obtained a degree or equivalent. Both figures are significantly worse than the county average.
- 51.8% of pupils in Wellingborough schools achieve five or more GCSE's at grades A* – C. Although performance has improved over the last decade, performance remains below the county average of 55.1%
- The educational achievement of black Caribbean pupils is a cause for concern; 11% in the Borough achieved five or more GCSE's at grades A* – C.

Employment and Benefits

- The Borough of Wellingborough has a relatively low level of unemployment. Standing at 2.5%, it is below the county average of 3.5%. However, a higher than average percentage of the workforce are employed in elementary occupations.
- The economic activity rate in the Borough is 84.9% and is below the county average. The rate amongst the non-white population is 54.4%. This also compares unfavourably to the average.
- Job density is a measure of the number of jobs available per person in an area. The Wellingborough figure of 0.77 is below
- regional and national averages.

Health

- The overall health of citizens of the Borough is better than the national average and similar to the county average.
- The local rate of infant mortality (6.0/1000 births) is well above the Northamptonshire average, as is the level of obesity amongst children (13%).
- Life expectancy in Wellingborough is better than the English average. Men can expect to live for 77.5 years against an English average of 77.3. Local women live on average for 82.3 years compared to an average of 81.6 years.

Housing

- House prices are slightly below the Northamptonshire average and well behind the English average. The average house in Wellingborough costs £154,037 (2006 data) ranking it as the second cheapest in Northamptonshire after Corby. Wellingborough has the 3rd most affordable housing in the county.
- The Borough of Wellingborough has relatively low marriage rates, high divorce rates and a high percentage of lone parent families. It fares poorly against these measures when compared to the rest of Northamptonshire.
- Over 2,500 homes were built in Wellingborough between 2001 and 2007. It is expected that the rate of building will increase in the future. This is due to the Borough being part of the Milton Keynes and South Midlands Development area. A total of 12,800 new builds are expected by 2021.

Local Neighbourhood and Crime

- The crime rate in Wellingborough is slightly above the county average, with 71 offences per 1000 people being recorded by the British Crime Survey. The county average is 64 per 1000.
- There has been an overall increase in crime since 2001, although there was a 1% decrease between 2005/06 and 2006/07. Wellingborough is safer than Northamptonshire and Corby but has much more crime than the district of South Northamptonshire.
- Fear of becoming a victim of one of five specific types of crime was the highest in Northamptonshire, despite the fact that the Borough does not have the county's highest crime rate.

Transport

- 64% of Wellingborough's 30,976 employees commute to work as a car driver. This represents the 3rd lowest figure of any Northamptonshire district.
- Car ownership in the Borough (78% of households) is the 3rd lowest in the county. There is a large variation across Northamptonshire ranging from 89.5% in South Northamptonshire to 60.2% in Corby.
- Road and rail access to the Borough is relatively good with Wellingborough having the quickest journey times to London of any Northamptonshire district. A relatively high number of people live within a one hour drive of the Borough due to its proximity to the M1 motorway and the A45 dual carriageway.

Overall

- The overall performance of Wellingborough is generally close to, or slightly below county averages. Performance relative to other districts is broadly consistent across categories. Corby and Northampton usually fare worse statistically, whilst South Northamptonshire, East Northamptonshire and Daventry most often have stronger figures.
- Within Northamptonshire, Wellingborough's performance is most similar to that of Kettering.
- Compared to the other Northamptonshire districts, Wellingborough's strongest areas are Employment and Transport, although performance against these is still only slightly better than average county performance; the weakest performing area is Housing.

Areas of Strength:

- The relatively high percentage of the workforce in skilled trade occupations
- The relatively high percentage of 16–18 year old Borough residents who are undergoing training
- The declining number of school exclusions over the last three years
- The low level of unemployment
- Better than average life expectancy, especially for females
- High levels of house building which are expected to increase further
- Falling crime rates
- Wellingborough has the fastest train journey time to London of any Northamptonshire district and is on the Midland Mainline served by East Midlands trains
- Over 2.5 million people live within a one hour drive of the Borough. Wellingborough benefits from its proximity to the M1 motorway and the A45 dual carriageway

Areas of Concern:

- Average earnings are below county, regional and national averages
- The low percentage of the workforce in management positions or professional occupations and the high percentage in elementary employment
- The Borough has the largest percentage of persons aged 16–18 who are classified as NEET (Not in education, employment or training) of any Northamptonshire district
- The low net increase in VAT registrations of new businesses
- The poor retail ranking of Wellingborough
- Low levels of GCSE attainment and a high percentage of people with no educational qualifications and well as a low percentage of residents who are educated to degree level
- The educational attainment rate of black Caribbean pupils
- The high percentage of adults with poor numeracy skills
- A low level of economic activity amongst the non–white population
- High unemployment rates in Hemmingwell, Swanspool and Queensway wards
- A high obesity rate

- High levels of infant mortality
- Despite house prices being relatively low, average prices that are still more than six times higher than average income
- High levels of divorce and a high percentage of lone parent households
- A high number of homelessness applications to the council that are classed as being 'priority' need
- Levels of Deprivation affecting children are significantly worse than the Northamptonshire average
- Fear of being a victim of one of five types of crime is the highest in the county
- Wellingborough residents were least likely of all those in Northamptonshire to feel safe when walking alone at night
- The relatively high levels of crime in Swanspool, Hemmingwell and Croyland wards
- The low number of people using public transport to commute to work