Published School Equalities Information

Corsham Primary School

September 2026 – September 2027

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Next Review: September 2027

Introduction

This Published School's Equalities Information links with the Trust's Single Equalities Scheme and integrates the statutory duties in relation to race, disability and sex (gender) and promoting community cohesion. The duties cover staff, students and people using the services of the school. It also addresses the legislation relating to religion or belief, sexual orientation and age and therefore includes our priorities and actions to eliminate discrimination and harassment for these equality areas.

In the implementation of the Single Equalities Scheme we need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users at this school. This information will be monitored annually and delivered through the governors' role, School Improvement and Self Evaluation process.

As an education provider we will ensure that every pupil irrespective of race, colour, ethnic or national origins, sex (gender), sexual orientation, disability, or religious beliefs are able to achieve high standards and that strategies are in place to tackle under–achievement. We will ensure that every pupil has access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups, those from different socio-economic backgrounds and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

As an employer we are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

We involve staff, parents, carers and governors and all other interested stakeholders in the development and of our Single Equalties Scheme and share it alongside our Published Equalities Information on our school website.

An Equality and Diversity Impact Assessment has been completed in order to ensure it complies with equality obligations in discrimination legislation. This document positively reflects the aims and ambitions of Pickwick Academy Trust.

Background

The Single Equality Act (October 2010)[i] harmonises and replaces previous legislation (such as Race Relations Act 1976 and the Discrimination Act 1995) and ensures consistency in what the school needs to do to provide a fair environment and to comply with the law.

The Equality Act now covers the same groups that were protected by existing equality legislation – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnerships and pregnancy and maternity. These are now called 'protected' characteristics. The Act also defines the types of discrimination:

Direct Discrimination
Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have (see perception discrimination below), or because they associate with someone who has a protected characteristic (see discrimination by association below).

Discrimination by association
This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination
This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect discrimination
Indirect discrimination can occur when you have a condition, rule, policy or even practice in the organisation that applies to everyone but particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if it can be shown it acted reasonably in managing the organisation, ie. It is a 'proportionate means of achieving a legitimate aim'.

Harassment
Harassment is "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Third Party Harassment
The Equality Act makes the school potentially liable for harassment of its pupils or employees by people (third parties) who are not employees/pupils of the school, such as customers, clients or parents. This will only be the case when harassment has occurred on at least two previous occasions, the school are aware that it has taken place, and have not taken reasonable steps to prevent it from happening again.

Victimisation
Victimisation occurs when a pupil or employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. A pupil or employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

The Act does not cover socio- economic circumstances as a protected characteristic. However, in our school, socio economic circumstances are taken into consideration. We acknowledge that pupils may have a range of additional characteristics (protected characteristics) which intersect and each must be taken into account when planning for and measuring the impact of the Pupil Premium Grant

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child (UNCRC), The UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

We welcome the general principles of UNCRC and have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable, plus their parents and carers.

We welcome the emphasis from the DfE on the importance of raising the achievement of pupils eligible for Pupil Premium and our Disadvantaged Learners.

We believe this Published Equalities Information supports the Public Sector Equality Duty which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Our Vision and Aims for Equality and Diversity

This will be achieved by:

- Offering an education appropriate to each individual pupil's needs regardless of their race, colour, ethnic or national origins, sex (gender), sexual orientation, disability or religious beliefs.
- Implementing a broad, balanced and creative yet challenging curriculum that reflects the demands of our changing world.
- Promoting global citizenship as an aid to cultural understanding and racial harmony.
- Developing community cohesion through close working partnerships with the whole community.
- Create and retain a workforce that is valued for its diverse contributions and represents different perspectives, ethnic backgrounds, experience and skills. To achieve this, the school will maintain strong community/parental links and governors will give support to the school and all its stakeholders, to ensure an effective educational delivery.

We will also aim to:

- ensure the curriculum is free from bias of access, delivery and content
- promote the awareness of the cultural heritage within the school
- value and respect the cultural heritage of others and to raise awareness of the ways in which discrimination can take place

- foster racial harmony and the development of full potential regardless of creed, sex (gender), age, or disability
- establish a reasonable climate for debate and extending opportunities for controversial discussion to address widely held misconceptions
- challenge any sex (gender) stereotyping, which leads to constraints of the development of pupils abilities and aspirations
- clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that give offence, intimidate, devalue another's view or opinion, or undermine another's self esteem, ensuring equality of opportunity for all.
- ensure fairness in all recruitment and selection procedures.
- ensure everyone at the school (staff, pupils, parents, carers, contractors and visitors) is afforded the basic right of freedom and access to opportunity, including freedom from all forms of harassment or bullying.

With regard to the revised SEND Code of Practice, the Index for Inclusion and the Social Inclusion initiatives, we aim to ensure equal access to educational opportunities for all our pupils, and the opportunity to reach levels of attainment appropriate to their ability.

More specifically this means the following codes of practice for governors and staff, pupils, parents and carers, visitor and staff.

Governors and Staff

Staff will treat each other and all pupils with respect.

Staff will examine the ideas and images in books and other resources and will challenge negative images and give all pupils positive images.

Policies on displays, notices, meals, uniform, etc. in the school will reflect its multi-racial population.

Staff will make every effort to understand the origins and nature of racism, disability and sexism and to recognise their own prejudice where it exists.

All Trustees, Governors, Members, Exec Team members and Headteachers must complete EDI and Unconscious Bias training. In addition, anyone outside of this group who is part of a recruitment panel must also ensure that they have completed EDI and Unconscious Bias Training.

The school values the fact that some pupils are bilingual and will encourage the teaching and/ or use of community languages.

Positive links will be developed with the homes of pupils and communities from which our pupils come.

Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of us all. The school will support victims of such incidents, on or off the premises.

Workforce Recruitment and Retainment

Appointment and promotion of staff will be completed in accordance with the Trust Equality, Diversity, Inclusion and Equity Policy. The Trust will ensure that EDI data is obtained, analysed and reported to the Board in respect of the Trust workforce, applicants and successful candidates to enable KPI's to be set where required, enhancements to be made to the recruitment process and to retention levels.

Pupils

All pupils are valued for themselves and can expect to have their culture and language treated positively and with respect.

Pupils will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism, disability and other forms of prejudice.

Through the School Council, pupils will be able to contribute to the development of Equal Opportunities and other school policies through the year.

If pupils feel they have been abused racially or bullied, they should report the matter immediately to their teacher. All pupils can expect to be listened to and have their complaints investigated. If a pupil feels their complaint has not been properly dealt with they may take the matter to the Headteacher.

Pupils who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school and in particular by their teacher. Anyone who has committed such offences will be dealt with appropriately - in the case of pupils this may include exclusion from the school.

All pupils should treat each other and staff with respect.

Parents/Carers and Visitors or Contract Staff

Parents/carers are very important to the school and in particular they have much to contribute to the Published Equalities Information; their views are welcome and valued at all times. We ask that all parents/carers fully support the school's Published Equalities Information.

All contractors who are working on site will be expected to operate according to the school's equal opportunity policy.

The school will discuss with parents/carers any incidents of racist, disability, sexist abuse or bullying and harassment incidents in which their children have been involved.

If parents/carers are aware of incidents of racism, sexism or bullying then they should contact their child's Teacher/Headteacher (as appropriate).

Likewise it is expected that parents/carers themselves role model behaviour as depicted within the Published Equalities Information and encourage equality learning within their families.

Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism, sexism, disability or other discrimination should report them to the Headteacher or one of the Senior staff. They should also abide by the code of conduct established by the school in relation to the Published Equalities Information.

Implementation

The school will issue a code of practice that incorporates the codes outlined above with details of contact personnel to whom to report incidents. Everyone involved with the school will be given a copy (including contractors) and it will be displayed in the office.

Detailed procedures will be developed and published to make sure that everything in this policy statement happens.

The school will operate the policy in respect of all staff appointments and promotions and will monitor sex (gender) and ethnicity balance.

All subject teaching and pastoral programmes of study will take into account the objectives and guidelines of this policy.

Information will be monitored about pupils' performance and progress in all areas of school activity, including racial groupings, to analyse trends that could have an adverse impact on pupils' attainment:

- Admissions and transfer procedures
- Assessment, by ability/attainment levels, curriculum, teaching and learning
- Pupil behaviour, discipline, punishment and reward
- Exclusions (fixed term and permanent)
- Racism, racial harassment and bullying
- Staff recruitment
- Membership of the Governing Body
- Parental involvement
- Working with the community
- Support, advice and guidance given by teachers

The majority of which are analysed 3 times a year by the Headteacher and presented at the LGC.

All contraventions of this policy will be treated as disciplinary matters.

Action Planning

The Senior Leadership Team will gather together all the information relating to the various equality 'protected' characteristics and produce an Action Plan for the period of three years, using the Trust's Single Equalities Scheme for reference. The action plan will incorporate success criteria against which progress will be measured and a timetable for action.

The Action Plan will be reported to, and evaluated by, the Local Governance Committee and recorded appropriately.

Objective	Action	Performance Criteria	Monitoring/Evidence collection/Evaluation of impact
What is to be achieved and by when?	What needs to be done to reach the objective and by whom?	How will we know when we've got there?	What will be our evidence? By whom and when will the evidence be scrutinised? By whom, when and how will impact be evaluated?

Equality Impact Assessments

In addition to the detailed Annual Action Plans, we need to understand whether all our policies and services are meeting everyone's needs and that anyone who needs to can get access to them. To do this we undertake Equality Impact Assessments (EIA) which are a method of checking all school policies, procedures and practices to ensure they are genuinely accessible and meet the needs of our pupils, staff and local community and that they do not disadvantage people from different backgrounds.

The EIA is a way of deciding whether a policy or service has a "positive, negative or neutral impact" on some sections of society. It can also be used to test future policies or services. Depending on the outcome the school will change and update policies or services to ensure they are more equality focused.

Evaluation (Monitoring and Assessment)

The Trust's Single Equalities Scheme is ratified, reviewed and monitored by the Trust Board. The Published Equalities Information is reviewed and monitored by the Local Governance Committees and the Trust's School Improvement Committee.

Evidence will be sought to confirm that the Scheme and Published Equalities Information is promoted effectively to all stakeholders, ensuring that staff, pupils and parents understand and meet their responsibilities.

The effectiveness of the Scheme and Published Equalities Information will be confirmed by its impact upon the raising of all pupils' levels of attainment, together with an increased inclusive atmosphere for all stakeholders and towards particular goals such as maintaining the sex (gender)/disability/racial balance within the staffing establishment, including at senior level.

The Published Equalities Information should impact upon all the policies and procedures in the school and all other school policies and procedures will be assessed to ensure their compliance with this scheme.

The Published Equalities Information will be reviewed annually.

Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the Trust's complaints procedure.

Complaints by staff will be dealt with under the Grievance Policy, as appropriate.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the Published Equalities Information.

Disability

This school operates in ways to ensure each and every person at our school who has a physical or mental impairment that has a substantial adverse effect on his or her ability to carry out normal day-to-day activities is treated without disadvantage.

Disability equality is at the forefront of our policy development and over time will ensure that equality for disabled children and adults is woven into the culture of our school in practical and demonstrated ways.

We will ensure parents/carers and members of staff understand which impairments and health conditions meet the definition of disability and why it is important that school has information about disability and health conditions. We will therefore maintain information about all our school members whose impairment affects:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of the risk of physical danger

We will embrace all disabilities including those due to:

- Cancer
- Diabetes
- Epilepsy
- HIV
- Multiple Sclerosis
- Hearing or Sight impairments
- Mobility Difficulties
- Mental Health or Learning Difficulties

The Trust's commitment to disabled learners, their families and staff's equality has the following objectives:

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

When carrying out our functions, we will have due regard of the need to:

- Promote equality of opportunity between disabled people and other people;
- Eliminate discrimination and harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation in public life by disabled people;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

We will increase access to education for disabled pupils by:

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

In order to monitor the effectiveness of our policies and practices all staff members will be given the opportunity to raise personal issues throughout the school year.

The school will make sure pupils feel comfortable in school and confident to raise any issues or difficulties they have which may be as a result of an impairment or health condition.

When admitting new pupils to the school we will ensure information about disability is shared.

Race

We believe that everyone in the school is of equal value and should have equal opportunities in school and the community and in like.

Racism is not confined to those areas of the country containing a wide variety of ethnic groups and cultures. Everyone in the school should be informed of the many ethnic groups and cultures in Britain today; for we believe prime causes of prejudice is ignorance and misunderstanding. Racism cannot be eradicated without a cohesive approach.

The Trust recognises that Black, Asian and Minority Ethnic [BME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities.

The Trust is determined to tackle racism in all its forms. We are opposed to all forms of racism, including those forms directed against individuals and groups on the grounds of their colour, racial group, ethnic, cultural or national origins, traveller or refugee status and asylum seekers.

In order to realise our commitment to race equality, we will take all steps necessary to:

1. Tackle unlawful discrimination by:
    - Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
    - Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance and notify complainants of the outcomes and action taken;
    - Encouraging dialogue between different racial groups on the appropriateness of our service offer;
    - Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by
    - Promoting activities which celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
    - Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
    - Using our support for the voluntary and community sector to promote good race relations;
    - Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to:
    - Promote the active participation of minority communities in shaping the future of our school;
    - Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
    - Expand access across all communities and in all areas of school activity.

Sex (Gender)

The Trust is committed to combating sex discrimination and sexism and promoting the equality of women and men. The Trust is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours. We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

The Trust is also committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates). Transgendered people are explicitly covered by the gender equality duty. The term transgender refers to a range of people who do not feel comfortable with their birth gender. The Trust will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

The Trust will actively seek to:

- Eliminate unlawful discrimination and harassment
- Promote equality of treatment between males and females
- Promote the dignity and privacy of transgender persons

Specifically the Trust proposes:

- To seek to ensure that there is a fair sex (gender) balance on the Local Governance Committee so far as it is possible.
- To encourage all parents and carers to attend parents' evenings and to become involved in the school's learning environment.
- To provide successful positive role models from different gender groups to support our career discussions.
- To identify and seek to eliminate stereotypes in curriculum content. In particular to challenge perceptions that certain subjects are appropriate mainly to boys eg. Science and technology are seem as 'male' subjects whereas English are traditionally 'female' subjects and should be studied by girls.
- Opportunities to participate in all types of sports and also in dance will be equally available to boys and girls.
- Programmes will target underperformance by certain groups of boys.
- Sex education will include gender specific programmes to deliver sexual health education.
- Discrimination, bullying, harassment of all children, young people and adults will be dealt with according to our stated policies, regardless of sex (gender).
- To seek to ensure that contractors employed at the school are made aware of the gender issues related to staff and students. In particular, contractors must be trained to avoid gender stereotyping in their attitudes towards students.
- To ensure that admissions and exclusions patterns operate fairly and are not biased towards one or other sex (gender).
- To challenge sexist behaviours in whatever form it takes. We shall actively encourage boys and girls to respect each other as equals and make clear the unacceptable nature of violence.

- The school must be seen to seek to employ, promote and train men and women equally at all levels and in all phases of education and childcare.
- We will not tolerate harassment of people based on their sex (gender) or transgender status.

Religion and Belief

The Trust recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

The Trust also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The Trust is committed to eliminate discrimination and exclusion on the basis of religion or belief, including non belief.

Specifically the Trust proposes that:

- To raise awareness of religion or belief equality issues with all staff, governors, pupils and visitors.
- To encourage learning about all faiths and promoting the multi-faith calendar.
- Challenging discriminating attitudes.
- Encouraging learners and their families of all faith groups (including non-faith) to participate fully in all aspects of school life.
- To ensure that parents can ask for their children to be excluded from faith based celebrations i.e. Christmas parties if they follow other faiths.
- To ensure that pupils and staff have the appropriate facilities to conduct their faith if required (i.e. pray room)
- Monitor and review employment practices to remove perceived and identifies faith barriers.

Sexual Orientation

The Trust is committed to combating discrimination faced by lesbians, gay men and bisexual (LGBT+) people. We want to ensure equality of opportunity for LGBT+ people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia and challenge stereotyping, both internally and to the community as a whole. Our school recognises the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the school and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Children will be taught about the different types of families who may live in our community, including families that have lesbian, gay and bisexual people in them as part of their PSHE lessons.

Any bullying, negative language and stereotyping will be discussed as part of Anti Bullying Week and children will be made aware that bullying will not be tolerated at our school.

Age

The Trust is committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

Specifically the Trust proposes to:

- Raise awareness of age equality issues and what constitutes age-related harassment and victimisation with all staff, governors, pupils and visitors.
- Encourage learning about people from different age groups, and where possible, involvement in the school curriculum.
- Challenging discriminating attitudes in relation to age
- Monitor and review employment practices to remove perceived and identifies age barriers.

The Wiltshire and Dorset Local Authority Context

The Trust recognises the importance of education in creating life opportunities and recognises that the influence of school on a child's life is made more significant if they currently have, or have had in the past, a disadvantaged home life.

This section concentrates on the most recent equalities-related attainment data and highlights those groups that are vulnerable to underachievement in Wiltshire and Dorset schools. In the information below, we refer to published data (where available) from July 2026.

The Trust is using this data to support its work to maximise the attainment of every pupil, and in particular, pupils from groups who may be vulnerable to educational underachievement.

Sex (Gender) – Boys and Girls

The underachievement of boys compared with girls persists both nationally and in Wiltshire and Dorset. In Wiltshire in 2026, for example, the attainment gap is 5 percentage points, with 63% of girls achieving the expected standard in all of reading, writing and mathematics compared to 58% of boys.

Two thirds of the gender gap in achieving the expected standard in Reading at age eleven is attributable to the fact that boys have lower levels of language and attention at age five. The Trust knows that intervention targeting early language and attention have potential for improving outcomes for all children. Boys benefit from such interventions because they are more likely to have these problems to begin with. [ii]

In Wiltshire, the sex (girls/boys) attainment gap for the broad 'major' ethnic category Mixed Race is larger at 7 percentage points with 60% of girls and 67% of boys achieving the expected standard in Reading, Writing and Maths, with boys achieving higher than girls.

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists. Underachievement for the groups highlighted in this report are a national as well as a Wiltshire/Dorset concern and have been an ongoing issue since ethnic monitoring was introduced.

Very small numbers of minority ethnic pupils at this school mean that individual pupil-targeted approaches must be used to identify both underachievement, and to celebrate successes. Local Authority (LA) and national attainment data provides a valuable source of information to identify potential areas of concern.

Black Caribbean Pupils and Mixed White/Black Caribbean Boys

LA data has highlighted concerns about the attainment of the All Black Pupils major ethnic monitoring category and for the Black Caribbean minor ethnic monitoring category.[ii] Local Authority Key Stage 2 data for 2026 shows attainment was lower for pupils in the All Black Pupil major ethnic monitoring category compared with the White British pupils minor ethnic monitoring category. Fewer boys in the All Black Pupil category achieved the expected standard in Reading, Writing and Maths compared with boys in the White British ethnic category. Attainment for Black Caribbean pupils was 0.7% percentage points lower than the attainment of White British pupils.

When and as appropriate the school works closely with the LAs to implement proven strategies to raise attainment during the primary school years.

Gypsy/Roma/Traveller Pupils

Gypsy/Roma and Irish Traveller pupils are have historically been amongst the lowest achieving ethnic groups. In Wiltshire, just under 18% of Gypsy/Roma pupils achieved the expected standard (2019 - data not yet available for 2026). [ii] Small numbers mean the attainment of Traveller pupils is not being published. While the overwhelming majority of Gypsy/Roma/Traveller pupils choose to attend primary school until the end of Year 6, it remains a concern that a majority of Gypsy and Traveller families choose to home educate their children during the secondary school years. [ii]

A House of Commons Briefing Paper (September 2017) reported that education issues for Gypsies and Travellers include prejudice, discrimination and discriminatory attitudes. The issues also include the schools' responses to discrimination, and high levels of selfexclusion from mainstream education because of discrimination. [iv]

National research published in 2018 suggests there has been a significant increase in the number of Gypsy/Roma and Irish Traveller children who are being cared for by local councils. The data shows an increase of 900% for the numbers of Gypsy/Roma children and 400% for Irish Traveller children 2009-2018. One of the reasons suggested is that Gypsy/Roma and Traveller families are less likely to be offered or to access early help and support and this is important as it is an area in which schools are able to help. [v]

English as an Additional Language

In Wiltshire schools, 60.2%, of pupils for whom English is known to be their first language and 61.4% of pupils for whom it is an additional language achieved the expected standard. [ii]

It should be noted that children with EAL have widely varying levels of English proficiency. Some children have no English and some are fluent multilingual English-speakers and may have lived in English-speaking countries or have been educated in English throughout their childhood. Attainment is also affected by first language; for example, there are significant differences between Tamil and Chinese speakers, who, on average, perform better than Pashto and Turkish speakers. In addition, prior education and arrival time impacts on attainment. [vi] The Ethnic Minority and Traveller Achievement Service advise on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential.

Faith and Belief

Data is not collected for monitoring purposes on Religion and Belief, and so there is no information available to compare the attainment of pupils who have/or do not have a religion or a belief.

The Trust recognises how important faith and belief can be as part of a young person's developing identity, whether this relates to a specific faith or belief, or whether this relates to wider belief systems, morals and ethics.

The Trust is committed to supporting all our young people as they develop a personal relationship with their own values and beliefs, and to supporting, in the context of the Human Rights agenda, the role this plays in the moral and ethical choices they make in life.

This Trust takes incidents of prejudice-related bullying seriously and is committed to working closely with parents/carers to create a school environment which is nurturing, friendly and supportive for all our children. Our school has established a procedure for recording all incidents of prejudice-based bullying, and this includes bullying related to religion and belief. Comments from young people about bullying include the following, "Encourage and celebrate difference – don't single us out if we are different, have difficulties, or have different beliefs and views", (the Wiltshire Anti-Bullying Charter. https://www.wiltshirehealthyschools.org/core-themes/emotional-health-and-wellbeing/antibullying-practice/). This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility.

The Trust is aware that negative faith-based media attention can have an impact on all children, and recognises the importance of ensuring that pupils are provided with accurate and appropriate information. The school ensures that all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.

The Trust recognises that discrimination on the grounds of religion or belief is a global concern. This school is aware that Islamophobia and anti-Semitism (discrimination or prejudice against people because they are Muslim or Jewish) is increasing and that it displays many of the same traits as racism. This school will continue its work to inform and actively promote acceptance and respect. Nationally, between 2015/6 and 2016/7 there was an increase of 37 per cent in the numbers of faith or beliefbased incidents reported to the Police either on school property or near to school property.[vii]

11% of Islamophobic incidents happen in educational institutions [viii], including namecalling, jibes about so-called Islamic State, violence, and victimisation when wearing a hijab [ix]. Many Muslim young people say abuse is so commonplace it is normalised [x]. Childline has recorded a spike in race- and faith-based bullying with victims reporting that they feel isolated, withdrawn and lack self-esteem [xi].

This school has access to an education resource designed for work with primary school children to educate them about Islamophobia. The development of this resource was funded by the Home Office [xii].

Gender Identity and Sexual Orientation (LGBT+)

Gender Identity remains a relatively new area for schools but this Protected Characteristic identifies a small section of society as vulnerable to discrimination and inequality. Gender Identity was included in equality legislation for the first time in 2010, and many schools, parents, as well as wider society, are learning about the issues for the first time. Schools in Wiltshire and Dorset access expert advice and support from the LA, as well as exchanging best practice with other schools.

The Trust recognises that Gender Identity is a complex area and that children, young people and their families are navigating an equality area where best practice is not fixed, and where the central advice is to be 'led by the child'.

The school is committed to ensuring that all our children feel safe while at school and that each child is given the chance to develop their unique identity with support from teaching and support staff, and their peers.

Pupils are taught that families come in many different forms and include single-parent; grandparent-led; same-sex parents; step-families; foster families; families who have adopted children; etc.

Our pupils understand that although families can be very different, what matters is that everyone in a family loves and cares for each other.

To ensure that our pupils develop a positive view of people, regardless of their sexual orientation or gender identity, the Trust encourages all its schools to celebrate LGBT [xiii] History Month in February each year with a series of age-appropriate assemblies marking the contribution of significant figures (e.g. Alan Turing; Lily and Lana Wachowski; James Baldwin; Labi Siffre; Gok Wan; Jackie Kay).

The Trust recognises that negative views within wider society about LGBT+ [xiv] people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from CAMHS show that increasing numbers of children in primary schools are raising issues relating to gender identity and sexual orientation. Gender Identity and sexual orientation are not mental health concerns but many of the referrals received by CAMHS for young people with issues related to their gender identity or sexual orientation are linked to bullying, isolation and internalised negative views about LGBT+ people, that in turn impacts on their emotional and mental health.

The Trust recognises that pupils with these issues will need support from schoolbased counsellors/school support groups and national websites such as Young Minds. CAMHS is encouraging of primary schools who can provide such support to their pupils, as dealing effectively with these issues at a younger age appears to reduce the more serious mental health issues presented by some LGBT+ secondary school pupils.

There are many charitable organisations providing support on gender identity to young people, their families and to their schools. There are also organisations able to provide advice and support where a pupil has a parent who is transgender. The LA has up to date information about the different organisations, the services they provide and how to contact them.

Disability (Special Educational Needs and Disability)

SEN pupils are categorised as 'SEN with a statement or Education, Health and Care Plan (EHCP)' and 'SEN support'. In Wiltshire, for example, in 2026, approx. 21% of pupils at the end of key stage 2 had a special educational need and 3.5% had a statement or EHCP.[ii] Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN.[ii] In 2026, 22.6% of Wiltshire pupils with SEN support reached the expected standard in reading, writing and mathematics, compared with 73.8% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 51.2% percentage points. [ii]

SEND Pupils and the link with Poverty

The Trust is aware that there is a strong link between poverty and disabilities that negatively impact on educational attainment. [xvi] Children from low-income families are more likely than their peers to be born with inherited special educational needs and disabilities (SEND), are more likely to develop some forms of SEND in childhood, and are less likely to move out of SEND while at school. Also, children with SEND are more likely than their peers to be born into poverty, and, in addition, more likely to experience poverty as they grow up.

The school has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. The school knows that a strong partnership with parents/carers is important, and will continue to work collaboratively to support parents/carers as they seek to provide their children with a stimulating home-learning environment.

Pupils with Mental Health Concerns

There is an increasing understanding of the negative impact of social, emotional, and mental health difficulties (SEMH) on the educational attainment of pupils. The

incorporation of mental health into the Equality Act 2010 has helped to highlight this important issue. [i]

The Covid-19 pandemic has exacerbated pressures on young people that can lead to poorer mental health. We are aware that worries about the virus, the affect of illness and bereavement within families and isolation caused by lock downs and partial school closures will have negatively impacted the mental health of some of our pupils over the past two years. As a school, we are working hard to support pupil's wellbeing and to understand and address their mental health needs.

References:

[i] The Equality Act 2010 and Schools https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

[ii] https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2019

[iii] Understanding the Gender Gap in Literacy and Language Development: Professor Gemma Moss and Dr Liz Washbrook, University of Bristol 2016 https://www.bristol.ac.uk/media-library/sites/education/documents/bristolworking-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf

[iv] Gypsies and Travellers, House of Commons Briefing Paper Number 08083, 28 September 2017 http://researchbriefings.files.parliament.uk/documents/CBP-8083/CBP-8083.pdf

[v] The Fragility of Professional Competence, A Preliminary Account of Child Protection Practice with Romani and Traveller Children in England, January 2018, University of Salford, Manchester http://usir.salford.ac.uk/46146/1/thefragility-of-professional-competence-january-2018.pdf

[vi] Educational Outcomes for Pupils who have English as an Additional Language: The Education Policy Institute, The Bell Foundation, Unbound Philanthropy by Jo Hutchinson, Director for Social Mobility and Vulnerable Learners (February 2018) https://www.bell-foundation.org.uk/research-report/educational-outcomes-of-children-withenglish-as-an-additional-language/

[vii] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617hosb1717.pdf

[viii] Tell Mama, 2017

[ix] NSPCC, 2018

[x] British Youth Council, 2016

[xi] NSPCC, 2018

[xii] https://www.equaliteach.co.uk/wp-content/uploads/2018/04/FAITH- Funded by the Home Office Hate Crime Communities Project Fund

[xiii] LGBT History Month, https://www.stonewall.org.uk/lgbt-history-month-education celebrated in February each year.

[xiv] Stonewall School Report, 2017, The Experiences of Lesbian, Gay, Bi and Trans Pupils in Britain's Schools https://www.stonewall.org.uk/school-report-2017

[xv] Valuing All God's Children, 2017, https://www.churchofengland.org/sites/default/files/201711/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf

[xvi] Joseph Rowntree Foundation, Special Education Needs and their Links to Poverty, 26 February 2016 https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty

Corsham Primary School Equalities Information

School context (in brief)	Corsham Primary is a larger than average primary school, based on two sites: Pound Pill and Broadwood. At Pound Pill, there are 14 classes, 2 classes per year group from FS2 to Year 6. At Broadwood, we have 9 classes, following a move from 1 form entry to 1.5 from years 1 to 6 in January 2020. This planned increase to the school's population was to support a growth in housing in the local area. From September 2026, PAN has reduced to 90 in line with national and local reduction in birth rate. In June 2024, the school received a GOOD judgement overall from Ofsted. We have continued to build on our successes, always striving to succeed and further improve provision for all our pupils. In August 2017, Corsham Primary was one of four founding schools to form a new Multi Academy Trusts; Pickwick Academy Trust. Staff retention is good with many teachers and teaching assistants staying at Corsham Primary for 5 years and more, ensuring the retention of expertise.

<table>
<tr><td>School vision</td><td colspan="2">

Corsham Primary School

Caring Positive Stimulating

We believe that all children matter and have the right to the very best in order to achieve their full potential.



Caring… to display kindness and concern for others by:

- Putting children at the heart of everything we do
- Providing an ethical framework to make informed and positive choices
- Teaching a love for the environment and everything in it
- Developing an understanding for all who live within their community and further afield

Positive…to be optimistic and confident by:

- Celebrating and sharing success and achievements
- Developing local, national and global partnerships
- Having consistently high expectations and standards
- Developing personal responsibility

Stimulating…to encourage interest and enthusiasm by:

- Matching learning to the needs of every child
- Providing a curriculum that is creative, inspiring, challenging and motivating
- Making sure we have fun while we learn
- Collaboratively working with parents and carers

</td></tr>
<tr><td></td><td>Total</td><td>Breakdown (number and %)</td></tr>
<tr><td>Number of pupils</td><td>634</td><td>Female: 304
Male: 329
Other: 1 (male who identifies as female)</td></tr>
<tr><td>SEN</td><td>86 with SEN Support</td><td>Female: 35
Male: 51
Other: 0</td></tr>
<tr><td>ECHP pupils</td><td>19
(3%)</td><td>Female: 2
Male: 17
Other: 0</td></tr>
<tr><td>Pupil Premium</td><td>97
(15%)</td><td>Female: 52
Male: 45
Other: 0</td></tr>
<tr><td>Number of staff</td><td>84</td><td>Female: 81
Male: 3
Other: 0</td></tr>
</table>

<table>
<tr><td>Number of governors on Local Governance Committee</td><td>10</td><td>Female: 3
Male: 7
Other: 0</td></tr>
<tr><td>Religious character</td><td>Anglican/CofE
Buddhist
Christian
Hindu
Muslim
No Religion
Other Religion/Faith
Refused
Roman Catholic
Not stated any religion</td><td>1
3
166
4
15
387
35
9
1
22</td></tr>
<tr><td>Mobilty of school population</td><td>Above average</td><td></td></tr>
<tr><td>Pupils receiving FSM</td><td>100</td><td>Female: 59
Male: 41
Other: 0</td></tr>
<tr><td>Deprivation factor</td><td colspan="2">(School rank in relation to other LA schools; the lower the number the less disadvantaged)

<table><tr><th>Measure</th><th>Corsham Primary</th><th>Wiltshire Average</th><th>Comparison</th></tr><tr><td>Current FSM eligibility</td><td>12.4%</td><td>18%</td><td>Lower deprivation [get-inform...ice.gov.uk], [explore.of...ted.gov.uk]</td></tr><tr><td>FSM Ever 6</td><td>12.9%</td><td>Not published</td><td>Appears relatively low [schooldata.uk]</td></tr><tr><td>Local child deprivation rate</td><td>13.2%</td><td>Not published</td><td>Described as low [schooldash.com]</td></tr><tr><td>Surrounding area deprivation</td><td>Corsham, Bowden Hill & Lacock is the 46th least deprived of 64 Wiltshire areas</td><td>N/A</td><td>Less deprived than much of Wiltshire [explore.of...ted.gov.uk]</td></tr></table></td></tr>
<tr><td>Disabled staff</td><td>Physically</td><td>1</td></tr>
<tr><td>Disabled pupils (on SEND register)</td><td>Hearing Impairment</td><td>1</td></tr>
<tr><td>BME pupils</td><td>60</td><td>Female: 28
Male: 32</td></tr>
<tr><td>Pupils for who EAL</td><td>36</td><td>Female: 18
Male: 18</td></tr>
<tr><td>Average attendance rate</td><td>96.9%</td><td></td></tr>
<tr><td>Significant partnerships,</td><td>Pickwick Academy Trust
Snapdragons Nursery</td><td></td></tr>
</table>

extended provision etc		
Awards, accreditations, special status	The school is successful in achieving a number of different awards, including The Inclusion Quality Mark Gold, Basic Skills Award Gold, Unicef Rights Respecting School Award Gold, Healthy Schools Award Gold, Eco Schools Green Flag Award, Dyslexia Friendly School Award.	

EQUALITY TARGET 1	**Focus Area: Published Equalities Information** **Led by: Leadership Team**	**Target:** To address pupil wellbeing as part of a wider commitment to enabling pupils to understand and manage their emotions in order have a greater impact on their positive mental health.	
Objective	**Action**	**Performance Criteria**	**Monitoring Information**
To provide an environment where pupils are equipped to recognise and label their emotions and to develop strategies to help them express them safely and appropriately.	Continue to ensure the school has a core group of staff across the school who are ELSA and Sand Tray trained. To ensure that all staff understand and use approaches related to the RULER approach to support our emotional understanding. To promote strategies within the RULER approach to enable pupils to develop strategies to express and deal with their emotions in a healthy and safe way. To talk about emotions openly with children during assemblies and class discussions. To ensure staff are trained in the basics of de-escalating emotions-based behaviour and key staff are trained in Trauma and bereavement. Staff discussions with parents/carers are based on supporting pupils' emotions and	Teaching Assistants/FSA are trained and attend update training and feel equipped and able to run ELSA/Sand Tray sessions. Staff are aware of RULER approach and use emotions vocabulary with pupils and within the curriculum. Pupils have strategies to draw upon if they start to feel emotions such as anxiety or anger. Pupils feel safe to share and are able to articulate their feelings and worries. Staff are trained in basic de-escalation and key staff have attended Trauma and bereavement training.	ELSA/Sand Tray records monitored by Inclusion team and class teachers. SEN surgeries provide opportunities to discuss pupils whose behaviours are of concern. Inclusion team will share resources and information about pupil mental health and wellbeing. Teachers note that pupils are able to cope with stressful situations such as SATs. Teachers report that they are able to open up discussions about anxieties with pupils and families. Family Support Team are impacting positively on school attendance and wellbeing.

	fostering links with our Family Support Team. Liaison with Wiltshire Behaviour Support to organise support or provision for those who need it.		

EQUALITY TARGET 2	**Focus Area: Published Equalities Information** **Led by: Leadership Team**	**Target:** To improve outcomes for Disadvantaged learners in order to impact positively on their life chances	
Objective	**Action**	**Performance Criteria**	**Monitoring Information**
To continue implementing the Affordable Schools Strategy. To ensure all disadvantaged learners have access to enrichment opportunities.	1.Resourcing the School day: exploring through a cost of living lens, the demands of the school day and how to bring about positive change to policy and practice To ensure that pre-loved uniform is readily available to parents and carers and is promoted regularly. To ensure that all activities are planned with a cost of living focus in order to reduce financial burden to all families. To ensure that all families eligible for FSM can access them. 2.Enrichment opportunities: Ensuring a broad, rich and equitable offer at the heart of our school community with strategies deliberately designed for access for all. To ensure that pupils are encouraged to attend afterschool clubs and barriers are identified where they do not.	Pre-loved uniform is readily available for those who need/require it so that all pupils are appropriately dressed in full school uniform. The school curriculum/activities are participated in by all pupils, so that no child is left behind. FSM numbers increase as a result of working with families to access them. After School clubs are attended by a range of pupils, to include increased numbers of disadvantaged learners. The school seeks to subsidise school trips for pupils on FSM, where possible.	PTA report uniform sales are steady and used by parents. Disadvantaged Learner data is monitored regularly. Liaison with Inclusion Team to support learners. Finance Team and SLT work together to prioritise spending.

	To ensure that school trips are planned with affordability in mind and with accessibility for all. 3.Healthy body, Healthy Mind: considering equitable school provision which nurtures children and ensures basic needs are met, so they thrive as learners in the classroom. To continue to provide breakfast club for those pupils who need it. To ensure that pupils are encouraged to eat a healthy lunch. 4.Securing Positive Partnerships: strong relationships are central to securing whole school community success with strategies to promote engagement and improve outcomes. To ensure that close links exist between home and school through our communication practices and access to our Family Support Team.	The school continues to provide a breakfast club for those who need it to transition into the school day or for their wellbeing. All staff are aware of pupils who may need support with lunch or ensuring that they have enough to eat. The family support team continues to support our families to enable them to access school and support as needed.	

Published Equalities Information:
Approved by Local Governance Committee

Date approved: November 2026



Signed:

Andy Gough, Co-Chair of Local Governance Committee

Signed:

Philip Bassindale, Co-Chair of Local Governance Committee



Signed:

Lindsay Fry, Headteacher (Pound Pill)



Signed:

Kerry Parker, Headteacher (Broadwood)