

# Corsham Primary School



## Published Equalities Information September 2021 – September 2022

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**Written: September 2016**

**Reviewed: September 2017, 2018, 2019, Dec 2020, Nov 21**

**Next Review date: September 2022**

## Introduction

This Published Equalities Information 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 this 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 of the school. This scheme 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 consult staff, parents, carers and governors and all other interested stakeholders in the development of our Scheme.

## Background

The Single Equality Act (October 2010)<sup>i</sup> 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 the 'intersectionality' (Richardson 2013) of economic circumstances and that pupils may have a range of additional characteristics (protected characteristics) which intersect and must be taken into account when 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. Corsham Primary is a recognised Unicef “Rights Respecting School”.

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 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.

**Date approved:** November 2021

**Signed:**



**Andrew Gough, Chair of School Governing Body**

**Signed:**



**Gina Cooke, Executive Headteacher**

**Signed:**



**Lindsay Fry, Head of School – Pound Pill**

**Signed:**



**Kerry Parker, Head of School - Broadwood**

## School Context

Corsham Primary School is based on two sites at opposite ends of Corsham. There were 677 pupils on roll (Nov 2021), with 260 on the Broadwood site and 417 at Pound Pill. The proportion of pupils with learning difficulties and/or disabilities is slightly above average. The school serves some military families and pupils from a Traveller heritage; pupil mobility (particularly inward) is higher than is normally found.

Corsham Primary became part of the Pickwick Academy Trust on 1<sup>st</sup> August 2017. It is one of four founding primary schools that have joined together to create a Multi Academy Trust with the aim of working together to improve life chances for all its children.

- Many children come from a low social economic background being on low income and in receipt of other benefits
- High levels of special educational needs, particularly EHCP pupils, impacts on provision and standards
- A number of pupils present challenging behaviour and emotional needs
- Raising aspirations with a number of single parents and traveller families presents the school with many challenges
- The numbers of military families whose parents are on active service has increased
- Pupil mobility (service and traveller families) continues to be high
- Inward mobility is high as the school expands from 21 to 25 classes
- Several families find normal routines difficult to manage, this is reflected in lack of support for home learning and non-attendance at curriculum events, this impacts on standards of attainment for these pupils
- The local community can be viewed as insular and does not have the same cultural richness as other communities

Characteristic	Total	Breakdown (number and %)
Number of pupils	677	Female = 322 = 48% Male = 355 = 52%
Number of staff	88	92% Female 8% Male
Number of Governors on Local Governing Body	10	70% Female 30% Male
Religious character		Christian = 32.05% Buddhist = 1.03% Hindu = 0.33% Muslim = 0.6% Not Specified = 8.57% No Religion = 49.48% Refused = 3.4% Catholic = 0.3% Other = 2.95%
Mobility of school population		Above average
Pupils receiving FSM	84	12.4%

Deprivation factor	86/200	School rank in relation to other Wiltshire schools (1 is the most disadvantaged and 200 the least disadvantaged)
Disabled staff	1	0.15%
Disabled pupils (On SEN register)	95	14%
EHCP pupils	10	1.48%
BME pupils	64	9.45%
BME staff	1	0.15%
Pupils who speak English as an additional language	26	3.84%
Average attendance rate	94.62%	3 <sup>rd</sup> – 30 <sup>th</sup> September 2021
Significant partnerships, extended provision, etc.		Pickwick Academy Trust Pickwick Learning Snapdragons Nursery
Awards, accreditations, specialist status		Ofsted Outstanding School Basic Skills Quality Mark Healthy Schools Award ICT Mark Green Flag Award Unicef Rights Respecting School Award SEN Inclusion Award PE Award FS2 Bristol Standard

## **Our Vision and Aims for Equality and Diversity**

Our vision at Corsham Primary states:

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

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 that 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 rights 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.

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.

Appointment and promotion of staff will be made and monitored in accordance with the school's Equal Opportunities policy for staff selection, appointment and promotion. The governing body will monitor the balance at all levels of sex (gender) and ethnicity as well as membership of the governing body.

## **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. 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 the governing body 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 systematic method of rigorously checking all school policies, procedures and practices to ensure that 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)**

This scheme is to be monitored by the designated personnel to ensure its effectiveness through the school's self-review process.

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

The effectiveness of the scheme 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.

This scheme statement will continue to be discussed with pupils, parents/careers, interested parties, staff and governors.

The revision of the scheme will be ongoing, ensuring the involvement and commitment of the whole school community. The statement will be reviewed annually.

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.

## **Consultation**

Our school is committed to encouraging everyone to contribute to the development and review of all policies and practices affecting the life of the school and its impact within the wider community. We involved pupils, staff, governors, Trustees, parents, carers and our wider school community in creating the Published Equalities Information and action plan. This helped to ensure that the views of all groups, but especially potentially disadvantaged groups, were fully incorporated in the development of this Scheme and Action Plan.

## **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 School'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 School's commitment to disabled learners, their families and staff's equality has four 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 to 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 plan to 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 School 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 School 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 that 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 School is committed to combating sex discrimination and sexism and promoting the equality of women and men. The School 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 School 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 transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

The school 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 school proposes that:

- To seek to ensure that there is a fair sex (gender) balance on the governing body 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 seen 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 School 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 School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

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

Specifically the school 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 School is committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB 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.

At Corsham Primary, children will be taught about the different types of families that 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 School 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 school 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.

## Corsham Primary School - Equality Targets 2020 - 2023

<b>EQUALITY TARGETS</b>		<b>Focus Area:</b> <b>Published Equalities Information</b>  <b>Led by: Leadership Team</b>	<b>Target:</b> To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood, but have a greater impact in adult life.
Objective	Action	Performance Criteria	Monitoring Information
To provide a nurturing environment to help develop the resilience of our pupils to cope with the ups and downs and stresses of everyday life.	<p>To continue to ensure the school has a core group of Teaching Assistants on both sites who are ELSA trained.</p> <p>To continue to raise awareness of mental health issues in children with staff.</p> <p>To promote strategies to enable pupils to deal with different emotions such as anxiety.</p> <p>To talk about anxiety issues openly with children during assemblies and class discussions.</p>	<p>Teaching Assistants are trained and attend update training and feel equipped and able to run ELSA sessions.</p> <p>Staff are aware of signs and symptoms and know where to seek support from.</p> <p>Pupils have strategies to draw upon if they start to feel emotions such as anxiety.</p> <p>Pupils feel safe to share and are able to articulate their feelings and worries.</p>	<p>ELSA records monitored by Inclusion team and class teachers.</p> <p>Inclusion team will share resources and information about pupil mental health and wellbeing.</p> <p>Teachers note that pupils are able to cope with stressful situations such as SATs.</p> <p>Teachers report that they are able to open up discussions about anxieties with pupils.</p>

<b>EQUALITY TARGETS</b>		<b>Focus Area:</b> <b>Published Equalities Information</b>  <b>Led by: Leadership Team</b>	<b>Target:</b>  To ensure that Gypsy/Roma and Traveller families have access to the same level of early help support as other families.	
<b>Objective</b>	<b>Action</b>	<b>Performance Criteria</b>	<b>Monitoring Information</b>	
To develop trusting relationships with families.	<p>Get to know families, make regular contact to support and check understanding of school routines and expectations.</p> <p>Involve Traveller Support when necessary to help provide the support needed.</p> <p>Encourage families to come into school, meet staff and support their children.</p>	<p>Regular contact is made by teachers and school so families have access to the same experiences as other families.</p> <p>Staff identify support that may be needed and know how to access it.</p> <p>Families feel safe to speak to school staff and participate in school life.</p>	<p>Staff report that they are able to have open and two-way conversations with families.</p> <p>Staff will share relevant resources and information with families.</p> <p>Families participate in school life and feel welcomed and valued.</p>	

## **ADDITIONAL INFORMATION – THE WIDER CONTEXT**

Corsham Primary 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 schools. During the pandemic, most external national assessment has been paused, and as a result we are still drawing on 2019 data. Corsham Primary 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. In Wiltshire, the attainment gap is marginally under 8 percentage points, with 68% of girls achieving the expected standard in all of reading, writing and mathematics compared to 60% of boys.

In Wiltshire, the sex (girls/boys) attainment gap for the broad 'major' ethnic category All Black Pupils is larger at 10 percentage points with 62.7% of girls and 52.6% of boys achieving the expected standard in Reading, Writing and Maths.

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. This school 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. <sup>ii</sup>

### **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 concern and have been an ongoing issue since ethnic monitoring was introduced.

Very small numbers of minority ethnic pupils in Corsham Primary School mean that individual pupil-targeted approaches must be used to identify both underachievement, and to celebrate successes. 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.<sup>ii</sup> Wiltshire Key Stage 2 data for 2019 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 (8 percentage points lower) 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 14 percentage points lower than the attainment of White British pupils.

A lower proportion of Wiltshire pupils in the All Black Pupil major ethnic monitoring category achieved a Higher Standard in the Reading, Writing and Maths assessments compared with White British pupils. Pupils in the All Black Pupil were 3.7 less likely to have achieved the Higher Standard compared to White British Pupils.

When and as appropriate Corsham Primary School works closely with the LA to implement proven strategies to raise attainment during the primary school years.

### **Gypsy/Roma/Traveller Pupils**

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups. In Wiltshire, just under 18% of Gypsy/Roma pupils achieved the expected standard. <sup>ii</sup> Small numbers mean the attainment of Wiltshire Traveller pupils is not being published. While the overwhelming majority of Wiltshire Gypsy/Roma/Traveller pupils choose to attend primary school until the end of Year 6, it remains a concern that a majority of Wiltshire Gypsy and Traveller families choose to home educate their children during the secondary school years. <sup>ii</sup>

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 self-exclusion from mainstream education because of discrimination. <sup>iv</sup>

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 since 2009. 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. <sup>v</sup>

### **English as an Additional Language**

In Wiltshire schools, the same proportion, 64%, of pupils for whom English is known to be their first language and those for whom it is an additional language achieved the expected standard. <sup>ii</sup>

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. <sup>vi</sup> The Wiltshire 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.

Corsham Primary School 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.

Corsham Primary School 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 school 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. Corsham Primary School 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. Corsham Primary 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.

Corsham Primary School 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.<sup>vii</sup>

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

This school is benefiting 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 <sup>xii</sup>.

### **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 access expert advice and support from the LA, as well as exchanging best practice with other schools. Corsham Primary School 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’.

This 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, this school celebrates LGBT<sup>xiii</sup> 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).

This school recognises that negative views within wider society about LGBT+<sup>xiv</sup> people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from CAMHS (serving Wiltshire children) 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. This school 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 (EHC) plan' and 'SEN support'. In Wiltshire in 2019, 16% of pupils at the end of key stage 2 have a special educational need and 4% have a statement or education, health and care plan.

<sup>ii</sup>Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. <sup>ii</sup> In 2019, 25.6% of Wiltshire pupils with SEN support reached the expected standard in reading, writing and mathematics, compared with 75% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 49 percentage points. <sup>ii</sup>

Corsham Primary School is required to publish information on the attainment of SEN pupils. The focus of this section of this Equality Information document is disability. The disability areas being highlighted in this report have been adapted to reflect our current pupil profile. *Please note that as schools must adhere to data protection protocols in order not to breach the confidentiality of individual or small groups of pupils, this may mean that our school is limited in the data it is able to publish in this section.*

### **SEND Pupils and the link with Poverty**

This school is aware that there is a strong link between poverty and disabilities that negatively impact on educational attainment. <sup>xvi</sup> 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.

Corsham Primary School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists.

Corsham Primary School also 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. <sup>i</sup>

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.

<sup>i</sup> 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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

<sup>ii</sup> <https://www.gov.uk/government/statistics/key-stage-2-and-multi-academy-trust-performance-2019-revised>

<sup>iii</sup> 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/bristol-working-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf>

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

<sup>v</sup> 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/the-fragility-of-professional-competence-january-2018.pdf>

<sup>vi</sup> 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-with-english-as-an-additional-language/>

<sup>vii</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/652136/hate-crime-1617hosb1717.pdf](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-IN-US.pdf> 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](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>