

## Equality Information 2021-22

### Introduction

Wootton Bassett Infants School is committed to ensuring that everyone is treated fairly and with respect as we want our school to be a safe and inspiring learning environment for all our pupils. This school recognises that people have different needs, and we understand that treating people equally does not always involve treating everyone the same. The school creates inclusive processes and practices where the varying needs of individuals can be identified and met.

This document explains how we show our commitment to equality<sup>i</sup> for our school population and how we plan to tackle inequalities that may impact at school.

### Celebrating our Successes

- *We have revised the assembly programme, behaviour policy and PSHE scheme which has increased the understanding and confidence of pupils to recognise, address and report bullying - including the use of racist, anti-LGBT and disability-related discriminatory language.*
- *The revised curriculum has increased pupils' knowledge and understanding of the different faiths and beliefs in Britain today, and supported individual pupils in the development of their sense of identity and belonging.*
- *During national Lock-downs, Home learning for children from diverse social and cultural backgrounds has been maintained to a high standard, supported by technology and through on-line and independent learning.*

### Priorities for the Year 2021/22

#### Sex (Gender) – Boys and Girls

Although statistics are not available nationally or locally for 2020-21, the underachievement of boys compared with girls historically is a recognised issue. At Wootton Bassett Infants however, attainment for combined Reading/Writing/Maths at the end of KS1 showed that the gap was negligible (60% Boys and 61% Girls.) This school has adopted two decodable book schemes that tackle language deficit and helps children become more successful readers and writers.

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>iii</sup>

#### Minority Ethnic Pupils

LA and national attainment data provide a valuable source of information to identify potential areas of concern and while these are not available for 2020-21 it is well established that while many minority ethnic groups of pupils do well, there are also groups where underachievement persists.

Very small numbers of minority ethnic pupils in Wootton Bassett Infants School mean that individual pupil-targeted approaches must be used to identify both underachievement, and to celebrate

successes. This has contributed to 69% of EAL pupils attaining at the expected or higher-level combined Reading/Writing/Maths at the end of KS1 compared to 61% of all pupils.

### **All Black Pupils Major Ethnic Monitoring Category**

The last available LA data for Wiltshire (2019) 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> Attainment for Black Caribbean pupils at that time was 14 percentage points lower than the attainment of White British pupils and 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.

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

### **Equality Objective: Black Lives Matter**

During 2020-21 the school increased its curricular commitment to championing diversity in the light of issues raised by the Black Lives Matter movement. During 2021-22, this will be taken further with planned diversity events and an audit to determine further actions that can be put in place to tackle long standing inequalities highlighted by BLM.

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

Gypsy/Roma and Irish Traveller pupils are the lowest achieving ethnic groups.

In Wiltshire, the last available figures (2019) showed that 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 can 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.

Provision at Wootton Bassett Infants has been well targeted this year with 69% of EAL pupils attaining at the expected or higher-level combined Reading/Writing/Maths at the end of KS1 compared to 61% of all pupils.

## **Religion 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. Wootton Bassett Infants 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.

Wootton Bassett Infants 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. This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. Wootton Bassett Infants 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.

Wootton Bassett Infants 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.

Wootton Bassett Infants 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 belief-based 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 name-calling, 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. Wootton Bassett Infants 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; stepfamilies; 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 school-based 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'.

Of all reported characteristics, pupils with SEN have the largest attainment gap when compared to those without any identified SEN. <sup>ii</sup>

Wootton Bassett Infants 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.

Wootton Bassett Infants School has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. Wootton Bassett Infants 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>

Wootton Bassett Infants School provides ELSA support for children who need it and staff have undertaken additional training in response to mental health concerns exacerbated or caused by the Covid Lockdowns during 2020-21.

## **EQUALITY OBJECTIVES**

Equality Objective: Gender

This school is committed to helping every child develop into self-confident young people able to access all opportunities available to them. This school recognises that a small minority of children do not feel they fit neatly into society's views of boy-gender and girl-gender. This school will:

- Work with children on an individual basis to provide relevant support and to make appropriate adaptations to meet their needs.
- Ensure all our children thrive and achieve to the best of their ability and that gender stereotypes are minimised e.g., in the case of activities, toys, musical instruments or subjects that may be considered more girl or boy appropriate (an example of this might be that girls might be considered better at literacy and boys at maths)
- Ensure that all our children can be who they are without the introduction of unnecessary gender constraints or limitations.

- Educate our children about negative language that may isolate and demean vulnerable pupils e.g. transphobic language
- Continue to ensure that our pupils feel able to wear a school uniform that best reflects them i.e. the choice of a skirt, trousers or shorts

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

<sup>viii</sup> Tell Mama, 2017

<sup>ix</sup> NSPCC, 2018

<sup>x</sup> British Youth Council, 2016

<sup>xi</sup> NSPCC, 2018

<sup>xii</sup> <https://www.equaliteach.co.uk/wp-content/uploads/2018/04/FAITH-IN-US.pdf>

Funded by the Home Office Hate Crime Communities Project Fund

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

<sup>xiv</sup> 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>

<sup>xv</sup> Valuing All God's Children, 2017, [https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report\\_0.pdf](https://www.churchofengland.org/sites/default/files/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf)

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