



Longford
C of E Primary School

Equality Policy and Objectives

Document Title	Equality Policy and Objectives
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Indicate whether the document is for public access or internal access only <i>(Strikethrough text, as appropriate)</i>	Public Access – PDF copy to be posted on School-website <i>A back-up copy of all Policies is retained by the Clerk to the Longford Board of Governors</i>
Indicate which legislation or statutory guidance document requires this Policy	
Summary/Description:	
<p>This document gives Longford Primary School the guidance to ensure that measures are taken to address inequality, so that all pupils are educated on the diversity relating to religious differences and intolerances and the effects these have on people's lives. Respecting others, their values and their beliefs.</p> <p>Objectives are set with this document to ensure the school continuously works to a high standard and is constantly reviewing the Equality standards within the school.</p>	

Equality Information Policy 2020-21

Longford Primary School

Introduction

Longford Primary 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. Longford Primary 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 equalityⁱ for our school population and how we plan to tackle inequalities that may impact at school.

Celebrating our Successes

- *We are an inclusive school, all children and families are welcome*
- *We have families from all walks of life and much diversity, especially as many of our parents work at Salisbury District Hospital*
- *All children are nurtured, celebrated and valued as individuals*
- *This is a small school- all children are represented in sports and extra curricular activities*
- *The 2019 SATS data demonstrates raised attainment for boys regarding reading and writing, as well as for disadvantaged pupils*
- *Children have increasing confidence with maths and often say this is their favourite subject*
- *Behaviour is excellent. There has only been one fixed term exclusion over the past 5 years.*

Priorities for the Year 2020/21

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. ⁱⁱⁱ

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 [Longford Primary] 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.

All Black Pupils Major Ethnic Monitoring Category

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

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 [Longford Primary] works closely with the LA to implement proven strategies to raise attainment during the primary school years.

Our curriculum, teaching, policies and practices are regularly reviewed and updated. The Black Lives Matter movement has provided a new impetus to this important work. This school is also receiving regular guidance and information from the LA as well as sharing best practice with other Wiltshire schools.

Equality Objective: Black Lives Matter

This school will develop a separate action plan to tackle long standing inequalities highlighted by the recent Black Lives Matter movement.

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.ⁱⁱ 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.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 self-exclusion 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 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. ^v

Any traveller pupils are given superb additional support from the EMTAS/ Local Authority traveller support team. All children are treated equally at Longford Primary whatever their ethnicity.

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. 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 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.

At Longford Primary EAL pupils perform well and have excellent attendance. The school is supported by the Local Authority EMTAS team. We currently have Turkish and Romanian speaking support workers, who liaise with teachers and families, and provide individual support for multilingual pupils.

Religion and Belief

Longford Primary is a Church of England primary school. We welcome children from all faiths and those who do not have a religion or 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.

Longford Primary 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.

Longford Primary 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/anti-bullying-practice/](#) This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. [Longford Primary] 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.

Longford Primary 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.

Longford Primary 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.^{vii}

11% of Islamophobic incidents happen in educational institutions^{viii}, including name-calling, 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 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^{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 access expert advice and support from the LA, as well as exchanging best practice with other schools. Longford Primary 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 ^{xiii}

This school 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 (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.

As a Church school, we have benefited from the work undertaken by the Church of England and published in the document “*Valuing All God’s Children*”. ^{xv} This excellent document provides a framework that helps our school to address all issues of bullying behaviour and discriminatory language, and includes homophobia, biphobia and transphobia.

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. ⁱⁱ

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

Longford Primary]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.*

As a small school, the data that we can publish re achievement of SEN pupils is limited. We currently have 7 children on our SEND register. Children are treated as individuals and we are concerned to

make sure that they make good progress in relation to their individual needs, supported by the school, teachers and the school SENCO.

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.^{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.

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

We are particularly aware that the Covid19 may have impacted negatively on pupil's mental health and well being. We are following a trauma based approach as recommended by the local authority. We currently have two guinea pigs which have a calming effect on children and we also work with a 'reading dog' from Pets as Therapy.

EQUALITY OBJECTIVES

Schools are required to update their published Equality Information each year, and in addition, must have **at least one Equality Objective** that the school can focus and work on for a period of up to four years.

Equality Objective: To celebrate diversity

This school will develop a separate action plan focusing on respect, inequalities highlighted by the United Nations Rights of the Child and the Black Lives Matter movement.

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-revised>

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- 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/bristol-working-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/the-fragility-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-with-english-as-an-additional-language/>
- vii https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/652136/hate-crime-1617-hosb1717.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/2017-11/Valuing%20All%20God%27s%20Children%27s%20Report_0.pdf
- xvi Joseph Rowntree Foundation, Special Educational Needs and their Links to Poverty, 26 February 2016 <https://www.jrf.org.uk/report/special-educational-needs-and-their-links-poverty>