

To enable every child and adult within Chapmanslade School to be the very best version of themselves by attending regularly, participating fully, applying themselves consistently, communicating respectfully and succeeding joyfully.

Chapmanslade CE VA Primary School **Equalities Statement**

December 2021
Review December 2022

Introduction

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

Celebrating our Successes

Girls and boys have equal access to sport at Chapmanslade. Despite being a small school, we have been able to consistently field girls' teams as well as boys' teams in cross country running and football, and our boys enjoy the opportunity to take part in the West Wilts Dance Festival. WE are ambitious for all pupils and all pupils enjoy and experience success in the full range of academic subjects.

Priorities for 2021/22

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.

Minority Ethnic Pupils

Many minority ethnic groups of pupils do well but there are also groups where underachievement persists. Very small numbers of minority ethnic pupils in Chapmanslade 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.

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. Wiltshire

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Key Stage 2 data for 2019 (the most recent nationally published data) 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 Chapmanslade 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.

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. 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. 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. 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. When and as appropriate Chapmanslade works closely with the LA to implement proven strategies to raise inclusion and attainment for children within this group.

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. 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. 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. When and as appropriate Chapmanslade works closely with EMTAS to best meet the needs of relevant pupils.

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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. Chapmanslade 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. We are 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. We are 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.

Chapmanslade 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. This happens through Religious Education lessons and through assemblies and collective worships, as well as through our wider pastoral work in PSHRE lessons and circle time. Chapmanslade 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 belief-based incidents reported to the Police either on school property or near to school property.

11% of Islamophobic incidents happen in educational institutions, including name-calling, jibes about so-called Islamic State, violence, and victimisation when wearing a hijab. Many Muslim young people say abuse is so commonplace it is normalised. Childline has recorded a spike in race- and faith-based bullying with victims reporting that they feel isolated, withdrawn and lack self-esteem. This school will continue its work to ensure all pupils, of all faiths and none, are happy, kind, articulate and confident young people.

Gender Identity and Sexual Orientation (LGBT)

This school is learning from the work undertaken by the Church of England and published in the document "Valuing All God's Children". 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 approximately, 16% of pupils at the end of key stage 2 have a special educational need and 4% with a statement or education, health and care plan. Of all reported characteristics, pupils with SEN have the largest attainment gap when compared

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to those without any identified SEN. In 2019, 25.6% of Wiltshire pupils with SEN reached the expected standard in all of reading, writing and mathematics, compared with 75% of Wiltshire pupils with no identified SEN, resulting in an attainment gap of 49 percentage points.

All schools are required to publish information on the attainment of SEN pupils. However, please note that as schools must also adhere to data protection protocols in order not to breach the confidentiality of individual or small groups of pupils, Chapmanslade Primary School is unable to publish any data 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. 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. Chapmanslade Primary School has made the achievement of pupils with SEND a whole school priority and is supported by the Wiltshire SEND education specialists. We also know 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. 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 effect 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.

EQUALITY OBJECTIVE 2021

Equality Objective: Disadvantaged Pupils

With the recent rise in the number of pupils on roll at Chapmanslade who are in receipt of Free School Meals, our equality objective is to ensure these pupils will be given every opportunity and support to achieve good attendance, high standards of academic attainment in line with their peers in the school, support with emotional wellbeing and are able to enjoy high levels of participation in all aspects of school life. See our Pupil Premium Grant report for further details.

This Equality Information Statement was adapted from the 2021/22 model Equalities Information Statement from Wiltshire's EMTAS Team.