



## By Brook Valley CE Primary School

Date: May 2023

Review Date: May 2024

### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	Equality Information	Date	May 2023
EIA CARRIED OUT BY:	F & E committee	EIA APPROVED BY:	FGB 11.05.23

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	N/A	N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum, communication)		This issue is addressed in the policy
Gender Reassignment (transsexual)		This issue is addressed in the policy
Marriage and civil partnership	Those with "different" families potentially feeling awkward	Teach that all families are different, and children are encouraged to feel comfortable with differences

Pregnancy and maternity	N/A	N/A
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		This issue is addressed in the policy
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		This issue is addressed in the policy
Gender (male, female)	This issue is addressed in the policy	This is a particular area of focus for the current year
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		This is addressed in the policy

Any adverse impacts are explored in a Full Impact Assessment

# **Equality Information 2022 - 2024**

## **By Brook Valley CE Primary School**

### **Introduction**

**Our Vision: *Roots to grow, wings to fly***

***“They will soar on wings like eagles.” Isaiah 40:31***

At By Brook Valley CE Primary School we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community are respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This policy should be read and understood from this perspective.

By Brook Valley CE 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. By Brook Valley CE Primary School creates inclusive processes and practices where the varying needs of individuals are identified and met.

### **Celebrating our Successes**

Overall, whole school attendance in 2021 - 2022 was 97.4%

The school has reviewed and implemented a new positive behaviour policy. Three school promises (Be ready, be respectful and be responsible) were introduced and sit alongside our core values of Honesty, Hope, Forgiveness and Friendship. As a school, we celebrate all children who go ‘above and beyond’

The school received an Excellent judgement in its SIAMS report (Statutory Inspection of Anglican and Methodist Schools), (February 2020). Extracts from the report praise the school’s work:

***‘The vision ensures that this is a school community, which lives out the intrinsic worth of every individual. No pupil is ever turned away as staff passionately believe all pupils can develop firmer roots and be enabled to find their wings (talents).’***

***‘The equality of pupils and adults is a tangible result of the vision. Pupils insist that ‘everyone looks out for everyone else’ and staff and parents talk movingly about the ‘one large family’ of the school.***

At By Brook Valley, all God’s children are valued and cared for equally. We welcome difference and celebrating children’s uniqueness, understanding that we are all made in the image of God.

## **Priorities for the Year 2023/2024**

During the pandemic, most external national assessment has been paused, and as a result we are still drawing on 2019 data.

### **Sex (Gender) – Boys and Girls**

The underachievement of boys compared with girls persists both nationally and in Wiltshire. In Wiltshire, the attainment gap was marginally under 8 percentage points in 2019, 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 'major' ethnic category All Black Pupils was 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>

All primary schools have well established practice to raise the attainment of boys - particularly in writing. Throughout each year at By Brook Valley, the senior leadership team and Teaching and Learning Governors closely monitor and evaluate the attainment of boys and girls in all subjects. The impact of steps taken to address any difference in attainment and progress is reviewed three times a year.

### **Minority Ethnic Pupils**

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

Very small numbers of minority ethnic pupils in By Brook Valley CE 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 Key Stage 2 data for 2019 showed 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 By Brook Valley CE Primary School works closely with the LA to implement proven strategies to raise attainment of pupils from minority ethnic groups during the primary school years.

Our curriculum, teaching, policies and practices are regularly reviewed and updated. This school is able to receive regular guidance and information from the LA as well as sharing best practice with other Wiltshire schools, where appropriate.

### **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>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.

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.

### **English as an Additional Language (EAL)**

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 in 2019.

It should be noted that children with EAL have widely varying levels of English proficiency. Some children are new to English and some are fluently multilingual. 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 in English medium education impacts on attainment. <sup>vi</sup> The Wiltshire Ethnic Minority and Traveller Achievement Service advises on best practice for individual pupils to ensure those most vulnerable to poor attainment are to fulfil their academic potential.

Although very few pupils speak English as an additional language at our school, we have a member of staff identified to lead and support on EAL. When necessary, we liaise closely with the Local Authority to provide the best possible support for our EAL learners. Additional interventions are implemented for those who need them, to support their learning of English. High quality parent support also facilitates learning at home and helps parents to integrate into society and access children's services.

## Faith and Belief

By Brook Valley CE 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.

By Brook Valley CE 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/anti-bullying-practice/>

This school is vigilant in maintaining an awareness of, and appropriate responses to, this possibility. By Brook Valley CE 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.

The school ensures that all pupils gain knowledge of and respect for the different faiths in Britain as part of our role to prepare pupils for modern life in a diverse Britain. As part of a whole school activity, pupils celebrate different religious festivals and learn from religious representatives from various communities.

By Brook Valley CE 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, through its Christian values and school promises.

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.

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.

## **Gender Identity and Sexual Orientation (LGBT)**

By Brook Valley CE Primary School has benefited 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.

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. By Brook Valley CE 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. This is taught through our RSHE (Relationships, Sex and Health Education) whole school curriculum.

This school recognises that negative views within wider society about LGBT+ people can have a detrimental effect on pupil wellbeing. Data from Childline and anecdotal information from CAMHS (Children and Adolescent Mental Health Service - 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 and is available to advise.

## **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 had a special educational need and 4% had a statement or education, health and care plan.

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

By Brook Valley CE 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.

In the UK, 8% of children are disabled as defined under the Equality Act 2010. Shockingly, but unsurprisingly, a disabled person with a degree is still no more likely to be in work than a non-disabled person whose highest qualification is at GCSE. Societal attitude and stereotyping are likely to be a factor. This warrants a bespoke Equality Objective to begin to tackle societal perceptions and understanding of disabled people.

### **SEND pupils and the link with poverty**

By Brook Valley CE Primary 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. 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.

By Brook Valley CE Primary School, as part of its support for disadvantaged pupils, has made the achievement of pupils with SEND a whole school priority and is supported with expert advice from our SEND education specialists. The school understands 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.

Please see the Pupil Premium Information on our school website for further details of our provision.

### **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 pupils' wellbeing and to understand and address their mental health needs.

At By Brook Valley CE Primary School, we are proactive in dealing with any issues affecting mental health. Pastoral support is given to the children by the Senior Leadership Team, teachers and Teaching Assistants. We offer additional interventions to those who need it, including, ELSA and play therapy. Our SENCO and Inclusion Manager directs the additional support where needed, through discussion with class teachers and parents. Our excellent partnership with parents in this area has led to children becoming happier to talk to a trusted adult. Pupils are also supported through our RSHE curriculum.

## **EQUALITY OBJECTIVES**

### **Equality Objective: Gender**

By Brook Valley CE Primary School is committed to addressing all issues of bullying behaviour and discriminatory language. We acknowledge that the issue of gender identity is new to many people and currently undergoing change and development. We support everyone's right to ask questions and discuss issues of gender, sexuality and identity in a safe environment.

#### **Action 1 – Online safety**

We will continue and extend our work with children in respect of social media, e-safety and appropriate actions online.

We will monitor the implementation of the revised internet code of conduct for all pupils, which will hold children responsible in- school for their interactions on social media with other pupils.

We will work with parents and carers, educating them on e-safety and the risks to their children, both in terms of the risks from bullying and the temptations to engage in cyber-bullying.

#### **Action 2 - Gender Equality**

We will aim to do this by ensuring that our curriculum, resources and materials are monitored for gender bias.

#### **Action 3 - Anti- bullying**

We will monitor the implementation and impact of our Anti-Bullying procedures and policy

**The Equalities Information and objective is monitored and reviewed by Foundation and Ethos Governors on an annual basis.**